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

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

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About the University

Mission

To deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

Vision

Our vision is to be an inclusive and innovative university serving life-long learners who contribute to the positive transformation of society.

Values

Our values are the guiding principles and fundamental beliefs that help us function as one team as we work toward achieving our common mission.

- **Quality -** Academic quality is paramount to student success. To best achieve this value, we offer a highly supportive student experience that guides learners on their educational journey to the completion of a degree or certificate program.
- **Innovation -** Contribution of new knowledge is central to the purpose of a modern university. Our valued commitment to innovating within higher education advances opportunities for our students, and all students, within higher education.
- **Collaboration -** Partnering to meet the needs of students provides the most relevant and valued outcome. Whether with potential employers, community agencies, or partnering across disciplines within our own University, we are committed to working together toward student success.
- **Diversity -** We are enriched by the extraordinarily diverse student body, faculty, and staff. Diversity of background, orientation, and thought are necessary and valued elements of a learned society. We proactively seek and support diversity within our entire enterprise.
- **Access -** We believe that access to education is a fundamental right. Barriers to access can be finances, preparation, or simple logistics. We aspire to remove barriers to access as a means of creating social justice and a path toward a more productive life for our students.

Distance Learning at the University

In the distance-learning environment, students and faculty interact via the *NCUOne* Learning Management System (LMS). The University uses a personalized teaching model wherein students and faculty interact asynchronously during a course to achieve learning outcomes. Faculty members function as instructors, facilitators, guides, consultants, and evaluators. A complete list of salaried faculty and their qualifications can be found in the Senior Administration & Faculty section.

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

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

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

Facilities

As an online university, the University does not have a physical campus or equipment other than its state-of-the-art computing and networking resources to meet the needs of students working at a distance. Prospective students are informed of the computer capacity requirements for successful access to all University systems and learning resources.

University Building Locations

- 9388 Lightwave Avenue, San Diego, CA 92123 (Administrative/Legal Headquarters)

Accreditation & Academic Alignment

- The University is regionally accredited by the WASC Senior College and University Commission (WSCUC)
- The University Master of Business Administration (MBA), Master of Human Resource Management (MHRM), Masters of Accounting (MACC), Master of Science in Organizational Leadership (MSOL), Doctor of Business Administration (DBA), and Doctor of Philosophy in Business Administration (PhD-BA), and Doctor of Philosophy in Organizational Leadership (PhD-OL) programs in the School of Business and Economics are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)
- The University offers the first primarily distance-based Master of Arts in Marriage and Family Therapy (MAMFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- The University offers the first primarily distance-based Doctor of Philosophy in Marriage and Family Therapy (PhDMFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- The PhDMFT and MAMFT programs are accredited by the International Family Therapy Association (IFTA) accrediting body, International Accreditation Commission for Systemic Therapy Education (IACSTE)
- The Society for Human Resource Management (SHRM) has recognized the University's Human Resources Management specialization for the MBA program as fully aligned with SHRM standards
- The University's Master of Social Work (MSW) program is fully accredited by the Council on Social Work Education (CSWE)
- The University's Master of Health Administration program has received candidacy status from the Commission on Accreditation of Healthcare Management Education (CAHME), the national organization that grants accreditation to graduate degree programs. The acceptance of the MHA program into CAHME Candidacy demonstrates the School of Health Professions' commitment to continuous quality improvement through a focus on attaining CAHME accreditation.
- The Master of Science in Nursing (MSN) and the Doctor of Nursing Practice (DNP) degree programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org).
- The JFK School of Law at National University is accredited by The Committee of Bar Examiners of the State Bar of California
- The Association for Advancing Quality in Educator Preparation (AAQEP) has fully accredited 5 specializations under the Master of Arts in Teaching (MAT), 11 specializations under the Master of Education (MEd), the Master of Education in Educational Leadership (MEEDL), 11 specializations under the Educational Specialist (EdS), the Education Specialist in Educational Leadership (EdS-EDL), 11 specializations under the Education Doctorate (EdD), the Education Doctorate in Educational Leadership (EdD-EDL), 11 specializations under the Doctor of Philosophy in Education (PhD-ED), and the Doctor of Philosophy in Educational Leadership (PhD-EDL)

- Accredited MAT Specializations: Curriculum and Teaching, E-Learning, English Language Learning, Reading Education, Special Education
- Accredited MEd, EdS, EdD and PhD Specializations: Curriculum and Teaching, E-Learning, Early Childhood Education, English Language Learning, Instructional Leadership, Organizational Leadership, Reading Education, School Safety/Security, Social Emotional Learning, Special Education, Trauma-Informed Educational Practices

Institutional Learning Outcomes

Institutional Learning Outcomes Students graduating from National University will be able to:					
Oral Communication	**Written Communication**	**Quantitative Reasoning**	**Critical Thinking**	**Informational Literacy**	**Research Skills**
Bachelor's *Articulate* scholarly beliefs, opinions, and concepts across a wide range of contexts	**Bachelor's** *Provide* written scholarly beliefs, opinions, and concepts across a wide range of contexts	**Bachelor's** *Provide* interpretation, representation, calculation, application, and analysis of data and information in authentic contexts	**Bachelor's** *Analyze* own and others' assumptions and arguments	**Bachelor's** *Use* resources needed in order to support a decision or address a problem	**Bachelor's** *Demonstrate* research skills necessary to complete the culminating experience for the degree.
Master's Verbally *provide* scholarly beliefs, opinions, and concepts across a wide range of contexts	**Master's** *Relate* written scholarly beliefs, opinions, and concepts across a wide range of contexts	**Master's** *Analyze* interpretation, representation, calculation, application, and analysis of data and information in authentic contexts	**Master's** *Evaluate* own and others' assumptions and arguments	**Master's** *Determine* resources needed in order to support a decision or address a problem	**Master's** *Determine* research skills necessary to complete the culminating experience for degree
Doctoral Verbally *relate* scholarly beliefs, opinions, and concepts across a wide range of contexts	**Doctoral** *Interpret* written scholarly beliefs, opinions, and concepts across a wide range of contexts	**Doctoral** *Assess* interpretation, representation, calculation, application, and analysis of data and information in authentic contexts	**Doctoral** *Synthesize* own and others' assumptions and arguments	**Doctoral** *Integrate* resources needed in order to support a decision or address a problem	**Doctoral** *Integrate* requisite research skills necessary to complete the culminating experience for degree

University Breaks and Holiday Closures

The University offices are closed on the following dates and students are notified through the University's messaging system of such closures:

Break/Holiday	Upcoming Closure Dates

New Year’s Day	Observed Monday, January 2, 2023
Martin Luther King Jr. Day	Monday, January 16, 2023
Presidents Day	Monday, February 20, 2023
Memorial Day	Monday, May 29, 2023
Juneteenth	Monday, June 19, 2023
Independence Day	Tuesday, July 4, 2023
Labor Day	Monday, September 4, 2023
Veteran's Day	Observed Friday, November 10, 2023
Thanksgiving	Thursday & Friday, November 23 & 24, 2023
Winter Break	Monday, December 25, 2023, through Sunday, December 31, 2023

Commencement Calendar

The current commencement calendar and general information about the University's commencement process and ceremony schedule can be found at https://www.nu.edu/national-university-2023-commencement/.

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Senior Administration

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Enrollment Services

Enrollment Services is comprised of the following teams:

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

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

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

Office of the Registrar

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

University Transcripts

Official Transcripts

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

Official transcripts can be ordered by visiting the University's transcript ordering portal. The cost is $12.50 for each transcript. If a student needs an official transcript expedited, there will be an additional cost to the student.

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

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

Unofficial Transcripts

An unofficial transcript is an uncertified copy of a student's academic record and includes all courses completed and grades received while attending the University. 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 document that is unsigned and carries no school logo. The unofficial transcript will contain the University name, address, and telephone contact information, and will be marked as an unofficial transcript issued to the student. A transcript legend page approved by the University Registrar is available as an optional printed page. All information fields are password protected and non-changeable. The University takes all necessary security measures to protect and secure the address, transcript status, course grades, and legend information.

Active students can download a copy of their unofficial transcripts from the *NCUOne* portal. Inactive students or alumni can request an unofficial transcript from the Office of the Registrar – Form Center. A paper copy of the unofficial transcript is not available to be mailed to students or alumni.

Transcripts for Closed Schools

The University is the custodian of records for the schools and programs listed below. If you attended one of these schools and would like to request an official transcript, click on the school name to be redirected to the transcript ordering portal for that institution:

- Patten University (1978 - 2020)
- Oakland Bible Institute (1944 - 1978)
- New College of California (Law Programs)
- John F. Kennedy University (Law and Flexcourse Programs)

Academic and Finance Advising

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

Disability/ADA Services

In compliance with the Americans with Disabilities Act, the 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. For additional information, see the Student Rights & Responsibilities section.

Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL) at the University is dedicated to ensuring every student's academic success and providing faculty the necessary tools and resources to excel in teaching. The ultimate goal of the CTL is the creation of a culture of engagement.

Access the Center for Teaching and Learning from the *NCUOne* homepage. Students can find resources and support within the center to aid in ensuring academic success. Also, faculty can find tools and resources to assist in the teaching process.

Academic Success Center (ASC)

The Academic Success Center (ASC) collaborates with faculty to support students through the process of learning and developing their identities as scholars and practitioners. The ASC's holistic tiers of support are designed to provide each student with a personalized, meaningful learning experience. We align our resources to meet the skill and competency needs identified by faculty as crucial to successfully completing a course of study.

Tiers of Service

- Self-Directed Learning Resources – The ASC offers self-directed learning resources and tools available 24/7 on the Academic Success Center website and the Frequently Asked Questions section of the Ask a Coach page.
- Ask a Coach – ASC team members are available via ASC Chat and text during the hours posted on the website. Students can also submit a question to Ask a Coach when live assistance is not available.
- Scheduled Academic Coaching
- Group Sessions
- Individual Sessions
- Recorded Sessions

- Proofreading Service - The goal of this service is to provide students with a trustworthy alternative to hiring outside editors who might not be familiar with the University's process or overcharge for their services. The Academic Success Center proofreaders understand the expectations of the dissertation process and are only focused on your success.

The ASC access is provided from the Resource Centers menu located at the top of the *NCUOne* home page. Or you may visit https://resources.nu.edu/academicsuccesscenter.

Need help? There are several methods that you can use to contact us.

- ASC Chat
- Form: Ask a Coach
- Email: askacoach@ncu.libanswers.com
- SMS: 928-440-1325

The Commons

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

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

The Commons allows you to:

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

University Library

The University Library provides high-quality resources to support both the university curriculum and lifelong learning. The collection includes thousands of peer-reviewed journals, as well as newspapers, magazines, videos, e-books, dissertations, and more. The free Interlibrary Loan service allows users to request and electronically receive articles, book chapters, reports, or other resources when not available in full-text. University alumni have continued access to a growing collection of journals and databases following graduation.

Library staff members are available to help students, faculty, and staff with using the Library and its resources. Live real-time support is available via chat, phone, and text message. You may also send an email or submit questions to the Ask a Librarian service 24 hours a day, 7 days a week and you will receive a timely and comprehensive response during the posted business hours. Finally, you may schedule one-on-one appointments with a reference librarian to discuss search strategies for your research assignment, thesis, or dissertation.

Self-help resources are available anytime on the Learn the Library Guide. These include library guides, recorded workshops, tutorial videos, and Frequently Asked Questions. Quick Start Videos, including the Library Website Quick Tutorial and Search Like an Expert, are a great starting point for learning how to use the library resources. Additionally, Library staff members

present live workshops focused on navigating the Library website, searching in the databases, using reference management tools, and conducting scholarly research. All live workshops are published on the Library Events calendar. Join a live session to ask questions and engage with library staff members and fellow peers.

Library access is provided from the *NCUOne* home page. Simply click the Library link at the top of the screen. Or, you may visit http://library.nu.edu/.

Need help? Ask a Librarian:

Call: 888-628-1569

Text: 928-550-6552

Email: library@nu.edu

Chat with Us

Search Frequently Asked Questions

Alumni Services and Benefits

Students who were awarded a degree from the University are considered graduates or University alumni. The University alumni have continued access to a number of journals and databases in the University Library. Other alumni benefits include:

- Alumni Communities including Social Media Alumni Groups, Alumni Association App and the Commons
- Alumni Events including volunteer opportunities in your community
- Alumni Features, Highlights & Blog Opportunities
- Friends and Family Preferred Tuition Rate
- Student and Alumni Store

Many more benefits are in the works and coming in the near future related to help publishing and collaborating on research. Further details about the University Alumni program can be found at https://www.alumni.nu.edu/. Please email alumni@ncu.edu for any further questions or ideas. The University does not offer job placement assistance and cannot guarantee job placement upon program/course completion or upon graduation.

Admissions Requirements

Notice of Nondiscrimination

The University does not permit discrimination or harassment on the basis of race, ancestry, national origin, religious creed, age, sex, gender, gender identity, gender expression, sexual orientation, color, physical or mental disability, marital status, military or veteran status, or medical condition, under any program or activity under its control. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups that are under-represented in higher education.

General Admissions Requirements

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

State regulatory information is available at https://www.nu.edu/state-authorization/.

Online Requirements

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

Technical Requirements

It is highly recommended that applicants review the minimum technology requirements outlined below.
Students should also periodically review these requirements. In addition, students must also be able to navigate the internet. Students are responsible to check *NCUOne* and their student email account on a regular basis, including electronic communications sent via the University messaging system, and to advise the University of any related problems.

Recommended hardware requirements:

- Intel P4 (minimum of 2 Ghz) or faster processor
- Minimum 2GB or greater is recommended
- Minimum 40 GB of free hard disk space, 50 GB or greater is recommended
- Minimum of 56 Kbps or faster modem, Broadband (high-speed at 144 Kbps or faster), DSL, Cable or better is recommended
- Color monitor, keyboard, mouse and access to a printer

Note: Students enrolled in a program offered by the School of Business and Economics, School of Arts, Letters and Sciences, and the College of Law and Public Service will need have access to both a webcam and microphone in order to complete certain assignments.

Recommended software applications for PC systems:

- Minimum of Microsoft Windows 10 is recommended
- Minimum of Microsoft Office 2010 or above is recommended
- IE 8, Firefox 3.6 or Safari 4.0
- Adobe Reader 10 or latest version and Adobe Flash Player 30
- High-quality antivirus software

Recommended software applications for MAC systems:

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

Application Requirements

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

- All official transcripts sent from the previous degree-awarding institution

- Credentials evaluation through an official agency for applicants with international credentials from an academic institution outside of the United States (see the Credential Evaluation policy)

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

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

Admissions & Evaluation Procedures

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

Applicants must request official transcripts be sent directly to the 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 180 days of the start of the first course.

Applicants using academic documents issued by non-U.S. academic institutions for admissions consideration may be required to have these official documents sent directly from the academic institution to the credential-evaluating agency. Please refer to the section entitled Credential Evaluation for current information regarding accepted Credential Evaluation agencies and procedures involved.

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

Acceptance Requirements

As of 3/1/2023 the Acceptance Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

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

Undergraduate Programs and Certificates

Undergraduate Programs

Applicants for admission to an undergraduate program must meet the following requirements:

- Must have graduated from a regionally or nationally accredited high school, passed a high school level proficiency test, or have documented home school completion (please see Basis for Admissions policy for more information about home school documentation).
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

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

Post-Baccalaureate Certificates

Applicants for admission to an post-baccalaureate program must meet the following requirements:

- Admission to a Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

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

Graduate Programs and Certificates

Graduate Applicants

Applicants for admission to a graduate program, must meet the following requirement.

- Hold a bachelor's degree or higher from an institutional accreditor approved by the US Department of Education.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

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

Post-Master's Certificates Applicants

Applicants for admission to a post-master's program, must meet the following requirement.

- Hold a master's degree or higher from an institutional accreditor approved by the US Department of Education.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

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

Doctoral Programs Applicants

Applicants for admission to a graduate or post-baccalaureate program, other than the Doctor of Nursing Practice and Juris Doctor, must meet the following requirement.

- Hold a master's degree or higher from an institutional accreditor approved by the US Department of Education.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

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

Basis for Admissions

As of 3/1/2023 the Basis for Admissions Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

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

Basis for Admissions

Undergraduate Basis for Admissions

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

- Official transcripts from a regionally or nationally accredited high school, high school level proficiency test, or have documented home school completion.

-OR-

- Unofficial Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.

-IF-

- An unofficial is unable to be verified through NSC, an official Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution is required. Students that hold an non AA or AS degree will need to be evaluated in order to be approved.

-OR-

- A signed attestation of associate degree conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)

Note: Students that intend to use VA funding must submit Official transcripts from all regionally or nationally accredited institutions attended.

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

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

Students who completed Home School instruction must also include:

- List and description of courses completed by grade level
- Grades earned for the courses completed
- Number of credits earned for each course
- Names of textbooks utilized in courses
- Signed by person who administered curriculum

- A letter from their state Department of Education or local school district confirming home school registration.

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

Note: Degree audit reports and grade reports are not considered unofficial transcripts. All prospective students who wish to receive transfer credit from coursework completed outside the United States must provide official transcripts and official evaluations from an approved agency as needed for official evaluation. Once a student is considered officially admitted, they may receive financial aid.

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

Graduate Basis for Admissions

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

- An unofficial degree posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.

-IF-

- An unofficial transcript is unable to be verified through NSC, an official degree posted transcript is required.

-OR-

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

Note: Students that intend to use VA funding must submit Official transcripts from all regionally or nationally accredited institutions attended.

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

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

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

Note: Degree audit reports and grade reports are not considered unofficial transcripts. All prospective students who wish to receive transfer credit from coursework completed outside the United States must provide official transcripts and official evaluations from an approved agency as needed for official evaluation. Once a student is considered officially admitted, they may receive financial aid.

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

Provisional Basis for Admission

Undergraduate Provisional Basis for Admissions

Provisional basis for admission may be granted to prospective students that provide an unofficial copy of their transcript that is unable to be verified through NSC. A student that is admitted on a provisional basis is only granted basis for admissions status once all required documentation that meets the program and accreditation requirements has been received by NU. Students who are provisionally admitted to a program are not eligible to receive financial aid until documentation has been provided and basis for admissions has been met.

Undergraduate students may take courses during provisional acceptance while the Office of the Registrar awaits receipt of official transcripts from regionally and nationally accredited institutions.

Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required documentation for Basis for Admission within 60 days of their first date of attendance in an NU course (or date of admission). Please see program description for program specific requirements.

The University will administratively dismiss students who do not provide the required official documentation prior to the 61st day of enrollment unless they are currently in a course. Students who are actively attending a course will be administratively dismissed after the course ends.

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

Graduate Provisional Basis for Admissions

Provisional basis for admission may be granted to prospective students that provide an unofficial copy of their transcript that is unable to be verified through NSC. A student that is admitted on a provisional basis is only granted basis for admissions status once all required documentation that meets the program and accreditation requirements has been received by NU. Students who are provisionally admitted to a program are not eligible to receive financial aid until documentation has been provided and basis for admissions has been met.

Graduate students may take courses during provisional acceptance while the Office of the Registrar awaits receipt of official transcripts from regionally and nationally accredited institutions.

Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required documentation for Basis for Admission within 60 days of their first date of attendance in an NU course (or date of admission). Please see program description for program specific requirements.

The University will administratively dismiss students who do not provide the required official documentation prior to the 61st day of enrollment unless they are currently in a course. Students who are actively attending a course will be administratively dismissed after the course ends.

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

International Basis for Admission Requirements

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

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

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

International Provisional Basis for Admission

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

During the enrollment process, NU will work with an applicant to determine which approved credential evaluation may be recommended for their personal situation. A list of University approved credential evaluation agencies can be found on https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-(cl-635).

All official transcript evaluations completed by approved credential evaluation agencies are due 60 days after the start of the student's first course. An official credential evaluation is defined as being received:

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

International Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required documentation for Basis for Admission within 60 days of their first date of attendance in an NU course (or date of admission). Please see program description for program specific requirements.

The University will administratively dismiss students who do not provide the required official documentation prior to the 61st day of enrollment unless they are currently in a course. Students who are actively attending a course will be administratively dismissed after the course ends.

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

English Proficiency

English is the language of instruction at the University, and 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 University catalog describes current testing procedures and current requirements for writing competency. The University does not provide language services.

How to Demonstrate English Proficiency

Official Test Scores

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

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

Proficiency Score Thresholds for Tests Accepted by the University			
TOEFL iBT	TOEFL pBT	IELTS	Pearson PTE
79	550	6.5	53

Exemption

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

Exception

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

Address for Submission of Transcripts

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

Office of the Registrar
National University
9388 Lightwave Ave
San Diego, CA 92123

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

Acceptance to the University

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

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

Letter of Acceptance

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

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

Policy

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

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

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

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

Transfer Credit

As of 3/1/2023 the Transfer Credit Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

Transfer Credit Eligibility

National University accepts credits from regionally and nationally accredited institutions. It may also accept credits from institutions that are accredited by an agency which is a member of Council for Higher Education Accreditation (CHEA) or from collegiate institutions which are accredited by non-CHEA member agencies provided they are recognized by the Department of Education. Transfer credits from institutions that are accredited by an agency which is a member of CHEA are only accepted provided that the academic quality of the institutions can be verified and the credits otherwise comply with National University guidelines. Transfer credits from agencies which are not CHEA members are subject to additional scrutiny to validate that their academic programs adhere to the standards of institutions accredited by CHEA members.

Requests for course transfer credit must be made along with the admissions application so that an appropriate degree plan can be developed and accepted by the student. Requests by the student for consideration of additional transfer credit can be made at any time prior to degree conferral provided the maximum number of transfer credits permissible has not already been accepted by the University.

The Office of the Registrar, School Dean, or designee must approve all requests for transfer credit. Transfer courses are evaluated for currency and relevancy to NU degree programs, and whether they meet academic standards. The Admissions and Evaluation team will document which courses are accepted in transfer and which University requirements the course satisfies.

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

- Have been completed at a regionally or nationally accredited academic institution, an institution accredited by an agency which is a member of CHEA, or from a collegiate institution accredited by a non-CHEA member agency provided it is recognized by the Department of Education;
- Be equivalent to the degree program requirements, including specified electives;
- Appear on an official transcript from the institution where they were earned;
- Meet required minimum grade requirements for transfer credit eligibility outlined by degree or program-level (remedial college credits are not accepted as transfer credit);
- Have been completed within the specified number of years for transfer credit eligibility outlined by degree or program-level.

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

Undergraduate
Graduate
Military Transfer Credit

Transfer Credit Articulations and Crosswalks

The University has several partnerships with schools and organizations that allow students to satisfy University program requirements with previously completed coursework and certifications. To learn more about the specific requirements necessary to receive transfer credit, please click on the specific institutional and organizational partnerships linked below.

School of Business and Economics

- NU / Project Management Institute (PMI) Project Management Professional (PMP) Master's Transfer Credit Articulation
- NU / Project Management Institute (PMI) Project Management Professional (PMP) Doctoral Transfer Credit Articulation
- NU / Society for Human Resource Management (SHRM) Transfer Credit Articulation
- NU/FBI National Academy (FBINAA) Graduate Transfer Credit Articulation
- NU/ FBI National Academy (FBINAA) Undergraduate Transfer Credit Articulation
- NU/Straighterline Transfer Credit Articulation

- NU BBA / JFKU BA Management Transfer Credit Articulation
- NU/Outlier.com Transfer Credit Articulation

Sanford College of Education

- NU/ American Association of Adjunct Education (AAAE) Transfer Credit Articulation
- NU/Teacher Ready Transfer Credit Articulation

School of Technology and Engineering

- NU/Certified Information Systems Security Professional (CISSP), Transfer Credit Articulation

School of Arts, Letters, and Sciences

- NU/Straighterline Transfer Credit Articulation
- NU BA Psychology / JFKU BA Psychology Transfer Credit Articulation
- NU/Outlier.com Transfer Credit Articulation

Transferability of Credits and Credentials Earned at Our Institution

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

Non-Degree Applicants

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

There is no limit on the number of courses a student can take while in a non-degree status. For tuition information specific to Non-Degree applicants, please see Tuition and Fees - Non Degree Tuition. The Academic and Finance Advisor will advise the applicant if there are prerequisites for the course requested.

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

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

Matriculation

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

Student's Right to Cancel

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

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

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

Re-entry Enrollment

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

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

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

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

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

All students enrolled in the Master of Arts in Marriage and Family Therapy (MAMFT) Program are required to complete the Statement of Professional Ethics prior to re-entry. Students enrolled in the MAMFT Program or related certificate who have been out of attendance for over 365 days (or in the case of certificate students, are seeking to change the courses in the certificate regardless of length of time away from their program) and re-entry students new to the MAMFT Program, must complete all application paperwork, participate in an interview with program leadership, and complete a background check (if needed).

General Re-entry Guidelines

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

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

Mandatory Program Comparison

When a student is re-entering the University, after being out of attendance for over 365 days or returning to the university to a different degree program, all programs the student had started prior to leaving the University will be compared to the program the wishes to re-enter. If the comparison results in a determination of a substantial change as described below, the student is considered to be entering a new program for the purposes of SAP. In such cases, SAP may reset. Students are only permitted to make a substantial program or degree change once per degree level in their tenure with the University.

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

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

- Withdrew from the University with 75% or more of the credits completed that were required by their degree program at the time of exit
- Are returning within 365 days from their last date attendance

Under these circumstances, students may return to the same degree program/catalog version, without adjustment being made to the courses required to complete the program. SAP does not reset.

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

Substantial Program Change

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

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

Examples of substantially different programs:

Example 1 (same PCL, different CIP code)

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

Example 2 (same CIP code, different PCL)

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

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

An example of substantially similar programs:

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

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

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

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

Accordingly, an example of substantially different programs:

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

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

Out-Dated Courses Treatment

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

Transfer of Credits to Re-Entry Program

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

Re-entry after Withdrawal for Non-Payment

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

Re-entry after SAP Dismissal

A student who does not meet SAP standards may appeal to the SAP Appeal Committee as detailed in the SAP policy. If it is mathematically impossible for a student to achieve Good Standing for SAP by returning to the same program, then students in this circumstance should consider re-entering a different program offered by the University. The Catalog contains information for current degree programs offered.

Denied Admissions

The University may refuse admission/re-entry to a potential student whose record shows previous or current misconduct that is deemed not to be in the best interest of the University community. The Office of the Provost or designee will review all situations in which behavioral conduct issues or other issues that will prohibit student success are noted. When necessary, this officer will contact appropriate parties having knowledge of the applicant and/or the misconduct and make a decision as to whether admission of the applicant would be in the best interest of the University community. Any applicant denied admission under this

policy may submit a written appeal to Provost@nu.edu to be reviewed after the notification of the denial of admission. Details should include the student name, school, contact information, and a description of the circumstances including all supporting documents to be reviewed.

Program Availability

Program availability varies by state. Admission is granted at the time of initial acceptance into a program and is dependent on program availability in a state where the applicant resides at the time of admission. If a student moves to a state other than the state where the applicant resided when accepted into the program, continuation in the program will depend on the availability of the program within the new state of residence. It is the applicant's responsibility to notify the institution of a change in residence (new state). Students who relocate while enrolled may be unable to complete their studies if they are moving to a state where the university is not currently authorized to offer a particular program. Not all programs are approved in authorized states. Students wishing to relocate to a restricted state will not be able to continue in their program of study. Students should contact their Advisor to discuss how relocation could alter their eligibility in their current program.

Tuition & Fees

Tuition & Fees Disclaimer

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

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

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

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

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

Program Costs

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

As an online university, the University uses the total program tuition cost (which includes the Course Materials Fee (per applicable program) plus the one-time per program Learning Management Fee) in its estimated cost of attendance calculation. Non-institutional grants and scholarships, University affiliation preferred tuition rates, or any other forms of tuition reduction will affect the estimated cost of attendance calculation. The University does not include the room, board, transportation, childcare, or personal expenses in its calculation of the estimated cost of attendance.

School of Business and Economics Tuition Rates

Department of Finance, Economics, Marketing, & Accounting

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Post-Baccalaureate Certificate	12	4	$960	$130	$12,490
Bachelors of Business Administration (BBA)	96	32	$461	$135	$49,026
Master of Accounting (MACC)	30	10	$938	$215	$30,740

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

Department of Leadership, Management, & Human Capital

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Post-Baccalaureate Certificate	9-12	3-4	$960	$130	$9,480 - $12,490
Master of Business Administration (MBA)	30	10	$960	$110	$30,350
Master of Science in Entrepreneurship (MSE)	30	10	$875	$95	$27,650
Master of Science in Organizational Leadership (MSOL)	30	10	$945	$95	$29,750
Master of Human Resources Management (MHRM)	30	10	$940	$125	$29,900
Post-Master's Certificate	18	6	$1,139	$130	$21,732
Doctor of Business Administration (DBA)	48	16	$1,105	$50 - $125***	$55,115**
Doctor of Philosophy in Business Administration (PhD-BA)	60	20	$1,283	$50 - $125***	$79,555**
Doctor of Philosophy in Human Resource Management (PhD-HRM)	60	20	$1,235	$50 - $135***	$76,825**

Doctor of Philosophy in Organizational Leadership (PhD-OL)	60	20	$1,241	$50 - $110***	$76,810**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

** There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Sanford College of Education Tuition Rates

Department of Applied Behavioral Analysis, School Psychology, Educational Counseling

Degree Program	**Total # of Credit-Hours Required**	**Total # of Courses Required**	**Cost Per Credit-Hour**	**Course Material Fee (CMF) Per Course**	**Total Estimated Cost of Program***
Post-Baccalaureate Certificate	12	4	$743	$130	$9,886
Master of Education (MED)	30	10	$743	$110	$23,840
Post-Master's Certificate	18	6	$976	$130	$18,798
Education Specialist (EDS)	33	11	$901	$125	$31,558
Doctor of Education (EDD)	48	16	$976	$50 - $135***	$49,033**
Doctor of Philosophy in Education (PhD-ED)	60	20	$1,180	$50 - $135***	$73,525**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Department of Organizational Leadership and Educational Administration

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Post-Baccalaureate Certificate	12	4	$743	$130	$9,886
Master of Arts in Teaching (MAT) TeacherReady® cost not included	24	8	$731	$95	$18,754
Master of Education (MED)	30	10	$743	$110	$23,840
Master of Education in Educational Leadership (MEEDL)	30	10	$731	$125	$23,630
Post-Master's Certificate	18	6	$976	$130	$18,798
Education Specialist (EDS)	33	11	$901	$125	$31,558
Education Specialist in Educational Leadership (EDS-EDL)	33	11	$901	$135	$31,668
Doctor of Education (EDD)	48	16	$976	$50 - $135***	$49,033**
Doctor of Education in Nursing Education (EDD)	54	18	$976	$50 - $135***	$55,159**
Doctor of Education in Educational Leadership (EDD-EDL)	54	18	$952	$50 - $135***	$53,863**
Doctor of Philosophy in Education (PhD-ED)	60	20	$1,180	$50 - $135***	$73,525**
Doctor of Philosophy in Educational Leadership (PhD-EDL)	60	20	$1.193	$50 - $135***	$74,305**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Department of Special Education

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Arts in Teaching (MAT) TeacherReady® cost not included	24	8	$731	$95	$18,754
Master of Education (MED)	30	10	$743	$110	$23,840
Post-Master's Certificate	18	6	$976	$130	$18,798
Education Specialist (EDS)	33	11	$901	$125	$31,558
Doctor of Education (EDD)	48	16	$976	$50 - $135***	$49,033**
Doctor of Philosophy in Education (PhD-ED)	60	20	$1,180	$50 - $135***	$73,525**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Department of Teacher Education

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Bachelor of Education (BED)****	30	10	$461****	$135	$16,080
Post-Baccalaureate Certificate	12	4	$743	$130	$9,886
Master of Arts in Teaching (MAT)	24	8	$731	$95	$18,754

TeacherReady® cost not included					
Master of Education (MED)	30	10	$743	$110	$23,840
Post-Master's Certificate	18	6	$976	$130	$18,798
Education Specialist (EDS)	33	11	$901	$125	$31,558
Doctor of Education (EDD)	48	16	$976	$50 - $135***	$49,033**
Doctor of Philosophy in Education (PhD-ED)	60	20	$1,180	$50 - $135***	$73,525**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

Department of Global Innovation, Social Emotional Learning, and Educational Technology

Degree Program	**Total # of Credit-Hours Required**	**Total # of Courses Required**	**Cost Per Credit-Hour**	**Course Material Fee (CMF) Per Course**	**Total Estimated Cost of Program***
Post-Baccalaureate Certificate	12	4	$743	$130	$9,886
Master of Arts in Teaching (MAT) TeacherReady® cost not included	24	8	$731	$95	$18,754
Master of Education (MED)	30	10	$743	$110	$23,840
Master of Science in Instructional Design (MSID)	36	12	$602	$125	$23,622

Post-Master's Certificate	18	6	$976	$130	$18,798
Education Specialist (EDS)	33	11	$901	$125	$31,558
Doctor of Education (EDD)	48	16	$976	$50 - $135***	$49,033**
Doctor of Education in Instructional Design (EDD-ID)	54	18	$887	$50 - $135***	$50,353**
Doctor of Philosophy in Education (PhD-ED)	60	20	$1,180	$50 - $135***	$73,525**
Doctor of Philosophy in Instructional Design (PhD-ID)	60	20	$1,168	$50 - $135***	$72,805**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

School of Health Professions Tuition Rates

Department of Healthcare Leadership

Degree Program	**Total # of Credit-Hours Required**	**Total # of Courses Required**	**Cost Per Credit-Hour**	**Course Material Fee (CMF) Per Course**	**Total Estimated Cost of Program***
Master of Health Administration (MHA)	42	14	$641	$125	$29,122
Doctor of Health Administration (DHA)	60	20	$921	$50 - $135**	$57,985

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Department of Nursing

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Science in Nursing (MSN)	36	12	$562	$135	$22,302
Doctor of Nursing Practice in Executive Leadership (DNP)	46	13	$714	$50 - $145**	$35,089

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

JFK Psychology and Social Sciences Tuition Rates

Department of Psychology

Degree Program	Total # of Credit-Hours Required	Total # of 3 Credit-Hour Courses Required	Cost Per 1Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Post-Baccalaureate Certificate	12	4	$856	$130	$11,242
Master of Arts in Psychology (MAPSY)	30	10	$856	$135	$27,480
Master of Science in Child and Adolescent Developmental Psychology	30	10	$889	$130	$28,420
Master of Science in Educational Psychology	30	10	$872	$125	$27,860
Master of Science in Forensic Psychology	30	10	$872	$125	$27,860
Master of Science in Health Psychology	30	10	$872	$110	$27,710
Master of Science in Industrial/Organizational Psychology	30	10	$889	$115	$28,270
Master of Science in Sports Psychology ****	36	12	$916	$135	$35,046
Post-Master's Certificate	18	6	$1,148	$130	$21,894
Doctor of Philosophy in Psychology (PhD-PSY)	60	20	$1,114	$50 - $130***	$69,490**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

** There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The course material fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

****A course material fee of $197.00 will be charged for PSY-6915 - Field Work I and PSY-6916 - Field Work II. The course material fee will be waived for PSY-6916 - Field Work II, if the student took PSY-6915 - Field Work I and paid the course material fee of $197.00.

Department of Social Sciences

Degree Program	**Total # of Credit-Hours Required**	**Total # of 3 Credit-Hour Courses Required**	**Total # of 1 Credit-Hour Courses Required**	**Cost Per Credit-Hour**	**Course Material Fee (CMF) Per Course***	**Total Estimated Cost of Program****
Post-Baccalaureate Certificate	12-18	4-6	N/A	$913	$130	$11,926 - $17,664
Master of Arts Marriage and Family Therapy (MAMFT)	45-60	14-19	3	$913	$125	$43,285 - $57,605
Master of Science in Clinical Mental Health Counseling	60	20	N/A	$635	$125	$41,050
Master of Social Work - Advanced Generalist (MSW)	36	12	N/A	$739	$125	$28,554
Master of Social Work - Generalist (MSW)	60	20	N/A	$776	$125	$49,510
Post-Master's Certificate	18	5	3	$1,085	$130	$20,630
Doctor of Philosophy in Marriage and Family Therapy (PhD-MFT)	63	19	6	$1,085	$50 - $115*	$70,665

Doctorate of Marriage and Family Therapy (DMFT)	60	18	6	$1,085	$50 - $105*	$67,165

* Course Materials Fee (CMF) applies to 3 credit hour courses. The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

**Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

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

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

School of Technology and Engineering Tuition Rates

Department of Computer Science and Cybersecurity

Degree Program	**Total # of Credit-Hours Required**	**Total # of Courses Required**	**Cost Per Credit-Hour**	**Course Material Fee (CMF) Per Course**	**Total Estimated Cost of Program***
Master of Science in Computer Science (MSCS)	30	10	$930	$125	$29,600
Master of Science in Cybersecurity (MSCY)	30	10	$885	$125	$28,250
Doctor of Philosophy in Computer Science (PhD-CS)	60	20	$1,094	$50 - $135***	$68,365**
Doctor of Philosophy in Cybersecurity (PhD-CY)	60	20	$1,094	$50 - $135***	$68,365**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Department of Data Science and Analytics

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Science Data Science (MSDS)	30	10	$957	$125	$30,410
Doctor of Philosophy in Data Science (PhD-DS)	60	20	$1,072	$50 - $135***	$67,045**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Department of Information Systems and Technology Management

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Science in Information Technology (MSIT)	30	10	$888	$125	$28,340
Master of Science in Technology Management (MSTM)	30	10	$867	$95	$27,410
Doctor of Philosophy in Technology Management (PhD-TM)	60	20	$1,111	$50 - $80***	$68,560**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

**There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

School of Arts, Letters, and Sciences Tuition Rates

Department of Social & Psychological Sciences

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Bachelors of Psychology (BAPSY)	120	40	$461	$135	$61,170

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

College of Law and Public Service Tuition Rates

The JFK School of Law at National University

Degree Program	Total # of Credit-Hours Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Juris Doctor	82	$690	$296	$66,502

*The course materials fee is only applicable for courses over one credit.

**Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

For more information about Juris Doctor Tuition please see the Juris Doctor Program Catalog & Handbook.

School of Public Service

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Law and Business (MLB)	30	10	$803	$125	$25,790
Master of Public Administration (MPA)	36	12	$727	$125	$28,122
Post-Master's Certificate	18	6	$1,139	$130	$21,732
Doctor of Public Administration (DPA)	54	18	$1,021	$50 - $135***	$57,589**

Doctor of Criminal Justice (DCJ)	54	18	$1,191	$50 - $135***	$66,769**

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

** There is an additional fee for the intensive course students are required to complete if they are enrolled in the Dissertation Completion Pathway. The Dissertation Intensive (DCP-8003/2 credits) is $2,000.

***The Course Material Fee for CMP and DIS courses is $50 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

Non-Degree Tuition Rates

(Refer to https://www.nu.edu/admissions/tuition-2/)

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

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

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

Miscellaneous Fees

Description of Miscellaneous Fees	Fee Amounts
Learning Management Fee, one-time, per program as noted in **Total Estimated Cost of Program** section.	$450.00
Duplicate Diploma Fee - Domestic/U.S.	$50.00
Duplicate Diploma Fee – International	$100.00
Diploma Order - 3-Day Rush - Domestic/U.S	$125.00
Diploma Order - 3-Day Rush – International	$175.00
Official Transcript Fee	$12.50
Official Transcript Order - 3-Day Rush - Domestic/International	$25.00

Certified Electronic Credential (Electronic Diploma)	$15.95
Declined Credit Card Fee	$25.00
Late Payment Fee	$25.00
Returned Check Fee	$25.00

Miscellaneous Fee Information:

- **Official Transcript Fee** is charged for each official transcript requested
- **Returned Check Fee** is charged if a check is returned for non-sufficient funds
- **Credit Card Declined Fee** is charged if a charge to a credit card account is declined

NOTE: All fees are non-refundable.

Financial Policies

Method of Payment

Students have access to a variety of financing options when attending the 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
- Federal Student Aid Loans and Grants
- Private Loans
- Internal and External Scholarships
- Veterans Educational Benefits, including the Yellow Ribbon Program
- Military Tuition Assistance
- Tribal Funding
- Employer Tuition Assistance
- Employer Vouchers
- University Payment Plans

Students may also find additional information about financing their education at the University at https://www.nu.edu/admissions/financial-aid-and-scholarships/.

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 the University's Attendance and Continuous Enrollment policy, which enrolls students into courses on a scheduled timeline. Students authorize the University to charge their account on record for all applicable fees and tuition charges for each subsequent course without further authorization.

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

Meeting Financial Obligations

The University considers all financial obligations payable immediately, unless otherwise stated. Upon completion of the degree program, any outstanding financial balance is due and payable immediately. The University may withhold certificates and diplomas 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 their education.

The University expects applicants and students to actively search for the best funding option(s) available through review of all available information on the University Web site at http://www.nu.edu/. The University, through its numerous partnerships, agreements with corporations, businesses, educational organizations, the U.S. military, and other agencies, offers tuition benefits to employees of those entities. The 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 the University to ensure and confirm their eligibility for any funding options prior to enrollment and first course request.

Students who become aware of a tuition benefit that reduces the student's financial liability after enrolling will need to notify the University by e-mail or in writing. Submit tuition benefit inquiries to your Academic & Finance Counselor. After a review and approval of the written request, the 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.

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

Forbearance and Deferment Options

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

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

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

The 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), the 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 course registration, withholding of certificates or diplomas
- 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, the 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 the University's collection expenses. If a lawsuit or other action is filed, litigation falls under California state jurisdiction and the student agrees to pay the 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 the University's attorney's fees for the appeal as fixed by the appellate court.

Waiver of Tuition/Fees

In general, the 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 or Senior Director of Student Services and pre-approved by Registrar or the Chief Financial Officer or designee.

If a student would like to request a waiver, a student must submit the request in writing, including the reason or justification. Contact your Academic and Finance Advisor for more information.

Refund Policy

Students have the right to withdraw from a course or the University at any time. The 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. See Academic & University Policies for additional information regarding withdrawal from the University.

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

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

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

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

Calculating Refunds

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

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

Refund Processing Time

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

State-Specific Refund Policies

Alabama Refund Policy

The following refund policy applies to Alabama residents.

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

California and Washington D.C. Refund Policy

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

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

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

Refund Schedules per Course Duration (weeks) for Non-Term Programs							**Refund Schedules per Term Duration (weeks) for JFK School of Law at National University Programs**					
	6		8		12		10		11		16	
Week #	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref
1	17%	100%	13%	100%	8%	100%	10%	100%	9%	100%	6%	100%
2	33%	67%	25%	75%	17%	83%	20%	100%	18%	100%	13%	100%
3	50%	50%	38%	63%	25%	75%	30%	70%	27%	73%	19%	81%
4	60%	40%	50%	50%	33%	67%	40%	60%	36%	64%	25%	75%
5	>60%	0%	60%	40%	42%	58%	50%	50%	45%	55%	31%	69%
6	100%	0%	>60%	0%	50%	50%	60%	40%	55%	45%	38%	62%

7	n/a	n/a	>60%	0%	58%	42%	>60%	0%	60%	40%	44%	56%
8	n/a	n/a	100%	0%	60%	40%	>60%	0%	>60%	0%	50%	50%
9	n/a	n/a	n/a	n/a	>60%	0%	>60%	0%	>60%	0%	56%	44%
10	n/a	n/a	n/a	n/a	>60%	0%	100%	0%	>60%	0%	60%	40%
11	n/a	n/a	n/a	n/a	>60%	0%	n/a	n/a	100%	0%	>60%	0%
12	n/a	n/a	n/a	n/a	100%	0%	n/a	n/a	n/a	n/a	>60%	0%
13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	>60%	0%
14	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	>60%	0%
15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	>60%	0%
16	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	0%

Georgia Refund Policy

The following refund policy applies to Georgia residents.

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

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

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

% of Course Completed	% Refunded
Up to 10%	100%
10.01% to 20%	90%
20.01% to 30%	80%
30.01% to 40%	70%
40.01% to 50%	60%

More than 50%	0%

Iowa Refund Policy

The following refund policy applies to Iowa residents.

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

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

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

Military Deployment

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

i. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.

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

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

Kansas Refund Policy

The following refund policy applies to Kansas residents.

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

Maryland Refund Policy

The following refund policy applies to Maryland residents.

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

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

Oregon Refund Policy

The following refund policy applies to Oregon residents.

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

Refund Schedules per Course Duration (weeks) for Non-Term Programs							**Refund Schedules per Term Duration (weeks) for JFK School of Law at National University Programs**					
	6		8		12		10		11		16	
Week #	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref	% Comp	% Ref
1	17%	100%	13%	100%	8%	100%	10%	100%	9%	100%	6%	100%
2	33%	75%	25%	75%	17%	83%	20%	100%	18%	100%	13%	100%
3	50%	50%	38%	63%	25%	75%	30%	70%	27%	75%	19%	81%
4	>50%	0%	50%	50%	33%	67%	40%	63%	36%	67%	25%	75%

5	>50%	0%	>50%	0%	42%	58%	50%	50%	45%	58%	31%	69%
6	100%	0%	>50%	0%	50%	50%	>50%	0%	55%	50%	38%	62%
7	n/a	n/a	>50%	0%	>50%	42%	>50%	0%	>50%	0%	44%	56%
8	n/a	n/a	100%	0%	>50%	40%	>50%	0%	>50%	0%	50%	50%
9	n/a	n/a	n/a	n/a	>50%	0%	>50%	0%	>50%	0%	>50%	0%
10	n/a	n/a	n/a	n/a	>50%	0%	100%	0%	>50%	0%	>50%	0%
11	n/a	n/a	n/a	n/a	>50%	0%	n/a	n/a	100%	0%	>50%	0%
12	n/a	n/a	n/a	n/a	100%	0%	n/a	n/a	n/a	n/a	>50%	0%
13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	>50%	0%
14	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	>50%	0%
15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	>50%	0%
16	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	0%

Washington State Refund Policy

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

Wisconsin Refund Policy

The following refund policy applies to Wisconsin residents.

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

Student Aid

General Student Aid Eligibility

To be eligible for FSA funds, a student must meet the criteria listed below. The 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
- Demonstrate financial need (for some FSA programs)
- Sign the certification statement on the Free Application for Federal Student AID (FAFSA) status that they:
    - Are not in default on a federal student loan and does not owe money on a federal student grant
    - Will use federal student aid only for educational purposes
- Show they are qualified to obtain a college education by one of the following:
    - Having a high school diploma or a recognized equivalent such as a General Education Development (GED) certificate
    - Completing a high school education in a homeschool setting approved under state law (or - if state law does not require a homeschooled student to obtain a completion credential - completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law)
    - Enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives:
        - Passing an approved "ability-to-benefit" test
        - Completing six credit hours or equivalent coursework toward a degree or certificate
- Have a valid Social Security Number with the Social Security Administration
- Be a U.S. citizen or eligible noncitizen
- Be registered with Selective Service, if required
- Not be in default on a Title IV loan or, if in default, have made satisfactory repayment arrangements with the loan holder
- Have not obtained loan amounts that exceed annual or aggregate loan limits made under any Title IV loan program
- Not be liable for an overpayment of a Title IV grant or Federal Perkins Loan or, if liable, have made satisfactory repayment arrangements with the holder of the debt
- Be making satisfactory academic progress (SAP)
- Not have property which is subject to a judgment lien for a debt owed to the U.S. or, if subject to a judgment lien, have made satisfactory repayment arrangements with the debt holder
- Not have been convicted of an offense involving the possession or sale of illegal drugs that occurred while enrolled and receiving Title IV aid
- Have completed repayment of funds to either ED or the holder of a loan, as applicable, if the student has been convicted of, or pled guilty to, a crime involving fraud in obtaining Title IV aid

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

If the student meets the eligibility criteria for federal financial aid and all the required documents have been received, they will be awarded financial aid funds.

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

Financial Aid Programs and Assistance

The 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.

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

Federal Pell Grant Program

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

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

In order to determine eligibility for the Federal Pell Grant, the University must receive the results of the Free Application for Federal Student Aid (FAFSA) in the form of a valid Institutional Student Information Report (ISIR) from the Department of Education's Central Processing Service (CPS). The Federal Pell Grant Scheduled Award is based upon the official Expected Family Contribution (EFC) and the Federal Pell Grant Cost of Attendance (COA). Students cannot receive more than 100% of the Federal Pell Grant Scheduled Award within an award year, and a student's maximum duration of Pell Grant eligibility is six scheduled awards, as measured by the percentage of lifetime eligibility used (one scheduled award equals 100% lifetime eligibility used). A student is ineligible to receive further Pell Grant funds if they have reached or exceeded the 600% limit.

All Undergraduate students enrolled at the University 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". The University will assign crossover payment periods to the award year that best meets the needs of its students and maximizes a student's eligibility over the two award years in which the crossover payment period occurs.

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

Federal Pell Grant funds are generally scheduled for disbursement at the beginning of each course, module, or 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. Students enrolled in an undergraduate term-based program, e.g., Bachelor of Arts in Legal Studies, who are eligible for a Federal Pell Grant will have their Pell Grant award recalculated upon vesting in each course in each module to determine if the student has made changes in his/her schedule that results in a change in enrollment status or cost of attendance. Schedule changes that affect a student's Pell Grant award will result in an adjustment, increase or decrease, to the award. Adjustments will be made as soon as possible, but no later than seven days from the recalculation date. Students must post attendance and vest in each course of a module for the course to count towards the Pell enrollment status.

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 Stafford Loans

Federal Direct Subsidized Stafford Loan

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

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

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

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

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

Federal Direct Unsubsidized Stafford Loan

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

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

Students apply for the Federal Unsubsidized Stafford loan by completing the FAFSA and the Master Promissory Note (MPN). All first-time University borrowers must complete entrance counseling prior to receiving funds. All students who had Stafford loan disbursed while attending the University 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 the University are at least an academic year in length.

Annual Stafford Loan Limits

Dependent Undergraduates	**Base Subsidized & Unsubsidized**	**Additional Unsubsidized**	**Maximum Subsidized & Unsubsidized**
First Year: 1-24 credits completed	$3,500	$2,000	$5,500
Second Year: 25-48 credits completed	$4,500	$2,000	$6,500

Third Year: 49-72 credits completed	$5,500	$2,000	$7,500
Fourth Year and Beyond: 73+ credits completed	$5,500	$2,000	$7,500
Independent Undergraduates (and dependent undergraduates whose parents cannot borrow PLUS loan)			
First Year: 1-24 credits completed	$3,500	$6,000	$9,500
Second Year: 25-48 credits completed	$4,500	$6,000	$10,500
Third Year: 49-72 credits completed	$5,500	$7,000	$12,500
Fourth Year and Beyond: 73+ credits completed	$5,500	$7,000	$12,500
Graduate and Professional Students			
Each year until lifetime aggregate is met	$0	$20500	$20500

Federal Direct PLUS Loans

Federal Direct Parent Loan for Undergraduate Students (PLUS)

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

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

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

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

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

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

Additional Assistance Options

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

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 University Financial Aid Application. The 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.

GI Bill® and Other VA Education Benefits

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

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

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

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

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

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

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

Note: JFK School of Law at National University programs are not eligible for VA benefits. For more information about the JD program please click here.

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Post 9/11 GI Bill® benefit. It is designed to help students pay for their out-of-pocket tuition and fee costs after exhausting the annual private school funding limit of the Post 9/11 GI Bill®, during the VA

academic year (August 01 - July 31). The annual limit for the Post 9/11 GI Bill® is subject to change each year and is listed at www.benefits.va.gov/gibill/post911_gibill.asp.

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

The following individuals are eligible for Yellow Ribbon Program benefit:

- Veterans and their spouses, through transfer of entitlement, eligible for the Post 9/11 GI Bill® at the100% benefit level (based on service requirements).
- Dependent children, through transfer of entitlement, eligible for the Post 9/11 GI Bill® at the100% benefit level, regardless of the sponsor's active duty status.

Active duty service members and their spouses are not eligible for the Yellow Ribbon Program. When a student exhausts their entitlement to the Post 9/11 GI Bill®, they are also no longer eligible for the Yellow Ribbon Program.

For questions regarding the Yellow Ribbon Program at the University, students should contact the University School Certifying Official at veteranaffairs@nu.edu.

Military Tuition Assistance

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

TA funds are awarded to students on a course by course basis under the assumption that the student will attend the University for the period for which the assistance is awarded. TA funds are earned proportionally during an enrollment period, with unearned funds returned directly to the military service based upon when a student stops attending. The University will return any unearned TA funds on a prorated basis through at least the 60 percent point of the course for which the funds were provided. The chart below shows the University's TA proration schedule.

8-Week Course Refund Schedule		12-Week Course Refund Schedule	
Week 1	100%	Week 1	100%
Week 2	75%	Week 2	75%
Week 3	50%	Week 3	75%
Week 4	25%	Week 4	50%
Week 5*	25%	Week 5	50%
Week 6	0%	Week 6	25%
Week 7	0%	Week 7*	25%
Week 8	0%	Week 8	0%
-	-	Week 9	0%

-	-	Week 10	0%
-	-	Week 11	0%
-	-	Week 12	0%

*The course is 60% complete during this week.

Tribal Funding

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

Private Education Loan Information

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

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

Scholarships

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

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

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

University Payment Plan and Fees

Description of University Payment Plans and Fees	Fee Amounts
Pay-in-Full Payment Plan Processing Fee	$0
Pay-by-Term Payment Plan Processing Fee	$0

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 their payment plan
- A Returned Check Fee is charged when a student's payment by check does not clear their 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 the 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 their course(s). The University reserves the right to change tuition rate as it deems necessary.

University Payment Plan

This monthly payment plan covers the direct 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 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 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 their degree program prior to graduating, any tuition reduction applied to such tuition prepayment is invalid
    - The student is charged the applicable tuition for all completed courses based on the full tuition rate in effect at the time each course began
    - The difference resulting from any tuition reduction and the amount charged at the full tuition rate in effect at the time each course began is deducted from the remaining credit balance prior to the refund payout

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

Pay-in-Full (Length of Program)

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

Pay-by-Course

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

University Payment Plan

This monthly payment plan covers the direct 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 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 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 their program prior to graduating, any tuition reduction applied to such tuition prepayment is invalid

- The student is charged the applicable tuition for all completed courses based on the full tuition rate in effect at the time each course began
- The difference resulting from any tuition reduction and the amount charged at the full tuition rate in effect at the time each course began is deducted from the remaining credit balance prior to the refund payout

Application and Forms

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

Forms

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

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

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

Application Process

FAFSA

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

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

A FAFSA is required for each award year in which a student wishes to receive aid, but in some cases, an ISIR may be used for multiple award years. Students starting courses before June 21, 2022 may complete the 2021/2022 FAFSA. New students starting courses after June 21, 2022 must complete the 2022/2023 FAFSA.

Verification

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

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

Master Promissory Note (MPN)

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

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

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

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

Entrance Counseling

Entrance counseling is required before students can receive a first Direct Loan as an undergraduate student, or a first Direct Graduate PLUS Loan as a graduate student. Student access entrance counseling by logging in to www.StudentLoans.gov using their FSA ID. Additional Loan counseling is required for students borrowing Graduate PLUS loans with endorsers or adverse credit history.

Financial Aid History

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

Verification

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

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

To minimize award notification updates and post-award questions, the University 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, the 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, the University 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, they may still submit verification documentation (using the deadline above) and receive a late disbursement if, during the time they were 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 their 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

- The University re-verifies students who may have completed the verification process for the same award year while attending another institution
    - An exception is made for undergraduate students who transfer from Rio Salado Community College
- The applicant is eligible to receive only unsubsidized student financial assistance
    - The University must still verify the student's identity and collect the statement of educational purpose for students selected for V4 and V5 verification
    - The University is not required to verify proof of high school completion status for students selected for V4 and V5 verification because its admission process requires an academic transcript that indicates the student completed at least a two-year program that is acceptable for full credit toward a bachelor's degree
- Not a Title IV Recipient – if a student will not be receiving federal student aid for reasons other than the failure to complete verification, verification is not required

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

Verification Tracking Groups

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

Standard Verification Group

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

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

Students who are not tax filers must verify the following:

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

Child Support Paid Verification Group

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

Custom Verification Group

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

Aggregate Verification Group

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

Household Resources Group

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

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

Verification Resolution

Separation of Income

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

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

Conflicting and Inaccurate Information

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

Filing a Tax Extension

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

Time Limits

- There is no time limit for evaluating information to determine if a conflict exists
- The University will resolve the conflict expeditiously
- The University will not disburse aid (or make additional disbursements of aid) until the conflict is resolved
- No further action is needed if
    - All aid for the period of enrollment has been disbursed
    - At the time of disbursement, there was no conflicting information
    - The student is no longer enrolled at the University and has not told the University they intend to re-enroll
- Post Withdrawal Disbursement: If aid remains to be disbursed, the University will resolve the conflict before making the late or post withdrawal disbursement

Handling Conflicts in Taxable Income

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

Resolution Documentation

The University 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

Suspicion of financial aid fraud should be reported to the Human Resources and Student & Financial Services leadership teams. The University refers for investigation to U.S. Department of Education's Office of Inspector General (OIG) any credible information indicating that a Title IV aid applicant, school employee, or third-party servicer may have engaged in fraud or other criminal misconduct in connection with the Title IV programs.

Database Matches

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

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

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

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

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

Selective Service

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

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

Department of Homeland Security (DHS)

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

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

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

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

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

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

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

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

- I-94 or I-94A stamped "Processed for I-551"
- I-151 Receipt Card
- I-151 Resident Alien Card

- Machine Readable Immigration Visa (MRIV)
- Foreign Passport stamped "Processed for I-551"

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

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

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

Social Security Administration (SSA)

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

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

- The student reports the wrong SSN on the FAFSA
- There is an error in the SSA database
- No match of SSN to name or DOB
- Name, DOB, or signature are missing from the FAFSA
- The student reports an invalid SSN
- The SSN has an associated date of death

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

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

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

Veteran's Affairs (VA)

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

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

- The student has served in the U.S. Armed Forces (U.S. Army, Navy, Air Force, Marines, or Coast Guard) and has been on active duty (does not include those in the Reserves that have not been called to active duty)
- The student was released from the military under a condition other than dishonorable

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

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

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

National Student Loan Data System (NSLDS)

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

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

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

The following Non-Database Matches require resolution if the 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 are used to award financial aid by reflecting the cost of attendance for the average student population at a modest, but adequate, standard of living. The Student and Financial Services Team approves special budget considerations for additional costs on a case-by-case basis as covered through a Professional Judgment decision.

Direct and Indirect Costs

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

How Budgets Are Derived and Updated

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

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

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

Costs in the budget include:

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

The non-term budgets for 2021-2022 are:

	Number of Courses in the Loan Period							
	1	2	3	4	5	6(+)	7	8(+)
Undergraduate	$4,044	$8,088	$12,132	$16,176	$20,220	$24,264	$28,308	$32,352
Masters and Post-Bachelors Certificates	$6,061	$12,122	$18,183	$24,244	$30,305	$36,366		
Doctoral and Post-Masters Certificates	$6,699	$13,398	$20,097	$26,796	$33,495	$40,194		

The non-term budgets for 2022-2023 are:

	Number of Courses in the Loan Period							
	1	2	3	4	5	6(+)	7	8(+)
Undergraduate	$4,213	$8,426	$12,639	$16,852	$21,065	$25,278	$29,491	$33,704
Masters and Post-Bachelors Certificates	$6,209	$12,418	$18,627	$24,836	$31,045	$37,254		
Doctoral and Post-Masters Certificates	$6,917	$13,834	$20,751	$27,668	$34,585	$41,502		

The term-based budgets for 2021-2022 are:

	Number of Credits in the Term				
Undergraduate/Certificate	**1-5 (LTHT)**	**6-8 (HT)**	**9-11 (TQT)**	**12+ (FT)**	**FT - 2 Terms**
	$10,057	$11,296	$12,535	$13,773	$27,547
Juris Doctor (Fall/Spring)	**1-4 (LTHT)**	**5-6 (HT)**	**7-8 (TQT)**	**9+ (FT)**	**FT - 2 Terms**
	$9,637	$12,060	$14,482	$16,904	$33,808
Juris Doctor (Summer)	**1-2 (LTHT)**	**3-4 (HT)**	**5 (TQT)**	**6+ (FT)**	**FT - 3 Terms**

	$5,684	$7,360	$8,050	$8,740	$42,548

The term-based budgets for 2022-2023 are:

	Number of Credits in the Term				
Undergraduate/Certificate	**1-5 (LTHT)**	**6-8 (HT)**	**9-11 (TQT)**	**12+ (FT)**	**FT - 2 Terms**
	$10,621	$11,860	$13,098	$14,337	$28,674
Juris Doctor (Fall/Spring)	**1-4 (LTHT)**	**5-6 (HT)**	**7-8 (TQT)**	**9+ (FT)**	**FT - 2 Terms**
	$10,099	$12,521	$14,943	$17,365	$34,731
Juris Doctor (Summer)	**1-2 (LTHT)**	**3-4 (HT)**	**5 (TQT)**	**6+ (FT)**	**FT - 3 Terms**
	$5,941	$7,617	$8,307	$8,997	$43,727

Budget Restrictions

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

Student Category	Restriction(s)
Correspondence students	N/A – The University is an online education institution and does not offer correspondence courses
Incarcerated students	• Are limited in COA determination to tuition and fees, required books, and supplies • Are ineligible for Federal Student Aid (FSA) loans • If in a federal or state penal institution are ineligible for Pell grants
Less-than-half-time students	N/A - All students at the University are considered full-time.
Active Military Students and Students Receiving Military Tuition Assistance	Active Military students and students receiving military tuition assistance may have reduced budgets to allow for BAH payments and reduced tuition, when applicable.
Employee Voucher	Employees with approved vouchers are charged for tuition - therefore the student's budget may be adjusted to ensure the student does not exceed COA.
Students using Title IV funding concurrently at another institution.	The University will only award direct cost to student using Title IV funding at another institution.

Budget Appeals

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

Awarding/Packaging Financial Aid

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

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

Packaging Overview

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

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

Estimated Financial Assistance

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

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

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

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

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

Federal Grants & Loans

Federal Pell Grants

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

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

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

Lifetime Eligibility Used (LEU):

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

For 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:

Cost of attendance - EFC = student's financial need

Stafford Loans

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

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

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

Cost of attendance - Pell award - estimated financial assistance - subsidized Stafford loan = student's eligibility for unsubsidized Stafford loan

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

Annual loan limit X	Credits in Payment Period

	Credits in student's Borrower-Based Academic Year

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

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

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

PLUS Loans

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

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

Award Package Notification and Appeals

Students receive notice of their financial aid amounts via a financial aid offer. Students are also informed of their right to make changes and the process for requesting changes in the financial aid offer.

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 Student and Financial Services Team.

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

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

Award Revisions

Once a financial aid offer has been issued to a student, an appeal or other circumstance may require a change to the original notification. The Student and Financial Services Team reviews a student's circumstances and, if appropriate, makes an adjustment to the award, and sends a revised financial aid offer as soon as possible. The revised award offer supersedes the original award notice, which is then no longer valid.

The Student and Financial Services Team routinely considers 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 administrative error occurred
- There is a change to the student course schedule
- Additional funding has been identified

Overawards

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

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

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

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

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

Professional Judgement

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

Professional Judgement Criteria & Process

Circumstances That May Justify a Professional Judgment

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

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

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

Limits on the use of Professional Judgment

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

Processing Requests for Professional Judgment

Student requests for Professional Judgment should be submitted to the Student and Financial Services Team.

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

For all students, the following items are reviewed to confirm disbursement eligibility:

- for Direct Loans, the student is enrolled at least half time and has a valid, linked MPN; and either entrance counseling has been completed
- for a student otherwise eligible for a Pell Grant, the scheduled disbursement will not cause the student to exceed his or her lifetime eligibility
- The Student is meeting Satisfactory Academic Progress or is approved for Financial Aid Probation.
- The ISIR does not have conflicting information or unresolved c-codes
- If a subsequent ISIR has been received, the above criteria apply and it will be reviewed to determine if any eligibility changes exist in reference to need-based aid eligibility
- If first disbursement in the student's second payment period, student has successfully completed at least half of the units and half of the instructional weeks as defined for the academic year

The University reserves the right to make multiple disbursements within each payment period to align with the timing of charges being assessed.

Disbursement Eligibility

For all students, the following items are reviewed to confirm disbursement eligibility:

- for Direct Loans, the student is enrolled at least half time and has a valid, linked MPN; and either entrance counseling has been completed
- for a student otherwise eligible for a Pell Grant, the scheduled disbursement will not cause the student to exceed his or her lifetime eligibility
- The Student is meeting Satisfactory Academic Progress or is approved for Financial Aid Probation.
- The ISIR does not have conflicting information or unresolved c-codes
- If a subsequent ISIR has been received, the above criteria apply and it will be reviewed to determine if any eligibility changes exist in reference to need-based aid eligibility
- If first disbursement in the student's second payment period, student has successfully completed at least half of the units and half of the instructional weeks as defined for the academic year

The University reserves the right to make multiple disbursements within each payment period to align with the timing of charges being assessed.

Late Disbursements

Generally, if funds are received after the end of the loan or Pell period, if a student has withdrawn after successfully completing the payment period, or if the student has graduated, the student may be eligible for a late disbursement. Late Disbursements will be reviewed and processed once the qualification criteria has been validated and a student acknowledgment has been collected, if applicable.

Student eligibility for a late disbursement is contingent on the following:

Stafford Loans and PLUS/Grad PLUS Loans:

- The loan must have 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, etc.).
- The disbursement must be made within 180 days after the date the student becomes ineligible.
- In the case of a late second or subsequent disbursement of Direct Loan funds, the student must have graduated or completed the loan period for which the funds were 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 the University determined that the student withdrew, whichever is earlier.
- If a student withdraws and it is determined during the return to Title IV calculation that they are eligible for more Pell than was disbursed, they will be offered a late disbursement.
- If there is no withdrawal date in the academic year or the student has graduated, the student may be paid retroactively for any completed payment periods subject to the above stated deadlines.

Additional Disbursement Information

Student and Parent Authorizations

Students and parents have the ability, but are not required, to authorize National University to hold funding, within the Academic Year, for future charges. If a student or parent wishes to authorize NU to hold funding, they should contact the financial aid office for the relevant authorization forms.

Additionally, students and parents may authorize National University to use FSA funds to pay for non-institutional charges when needed and should contact the financial aid office for the relevant forms.

Disbursing Title IV Funds (Other than FWS) to Pay Current Year Educationally-Related Institutional Charges Other than Tuition, Fees, and Contracted Room and Board

Students and parents may authorize National University to use FSA funds to pay for non-institutional charges when needed and should contact the financial aid office for the relevant forms.

Disbursing Title IV Funds (Other than FWS) to Pay Prior Award Year Educationally-Related Institutional Charges Other than Tuition, Fees, and Contracted Room and Board

Students are allowed to apply up to $200 in FSA funding to prior year charges. In accordance with this, NU will hold up to $200 in funding if the student has a prior period charge on their account at the time of disbursement. If the charges or for non-institutional charges, the student (or parent) must provide authorization.

Holding Excess Title IV Funds (Credit Balances)

It is the policy of National University (NU) to issue credit balances within 14 days as required by the Department of Education. In accordance with Department of Education policy, NU determined TIV credit balances based on the charges for the period in question minus any disbursements during the same period. When the disbursements exceed allowable charges, a credit balance is created.

Students will be issued any credit balance owed for that course within 14 days of being posted to their student ledger.

In practice, NU does not hold Credit Balances on student accounts. Credit balance payments are made to students within 14 days of the credit balance creation. In some cases, students or parents may wish to authorize to hold a credit balance on the student account within an academic year.

Credit Balance Management

If Title IV disbursements to a student's account at the school create a credit balance, the school must pay the credit balance directly to the student or parent as soon as possible, but no later than 14 days after:

- The first day of a course in a new payment period if the credit balance occurred prior to that payment period beginning
- The day the balance occurred if the credit balance was created after the first day of a new payment period
- R2T4 completion if the student withdrew or got dismissed from the university between the time the funds disbursed and the end of the 14-day window.

If a student has withdrawn or gotten dismissed, the credit balance will be handled as follows:

- Credit balance will be treated as aid disbursed in R2T4 calculation, and will be subject to return based on results of the calculation
    - If a student is identified as having a grant overpayment as a result of the R2T4, any remaining credit balance funds will be used to cover that balance.
- Any applicable refund policy is applied to determine if doing so creates a new or larger Title IV credit balance
- Funds released within 14 days of calculation completion.

Return of Title IV Funds

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

The University is required to determine whether any Title IV funds must be returned to the Federal Student Aid (FSA) programs when a student does not complete the period of enrollment in which the student is currently enrolled. For example, due to a student's withdrawal from the University, the University dismissing a student, not participating in a course for more than 28 consecutive days, or a student transferring to a substantially different program.

The percentage of earned and unearned portions of Title IV aid is calculated based upon the scheduled number of days in the period of enrollment and the date either in which the student withdrew from the University or when the student ceased participating in their course work for more than 28 consecutive days. For purposes of determining the percentage of Title IV aid earned, the date of withdrawal is determined to be the last date the student participated in a course. For students who have ceased participating in their course for more than 28 consecutive days, the University will record in the Return of Title IV calculation worksheet, as the date of determination, the 14th day after the last date the student participated in an academic-related activity.

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

For students subject to a Return of Title IV calculation, the calculation accounts for the initial charges that are assessed for the period of enrollment. Initial charges may only be adjusted by those changes the 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 the University participates are covered in the Return of Title IV calculation and are referred to as the Title IV aid programs:

- Federal Pell Grant
- Federal Direct Stafford Loan (subsidized and unsubsidized)
- Federal Direct PLUS Loan (for parents of dependent students and graduate students)
- Iraq and Afghanistan Service Grant

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

Title IV Return Process

Order of Distribution

When the Return of Title IV calculation is complete, the 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 Federal Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Iraq and Afghanistan Service Grant

Withdrawal Date

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

- a student notifies the University of their intent to withdraw;
- the institution dismisses or administratively withdraws the student;
- the student ceases attending the institution;
- the student transfers/changes to a substantially different program; 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.

Date of Determination (DOD)

For all students who have ceased participating in their course for more than 28 consecutive days, or officially withdrawn from enrollment, the University will record in the Return to Title IV calculation worksheet, the 14th day after the last date the student participated in the course, or the date the student requested to withdraw, for the DOD. For students who do not return from their LOA and do not notify the University, the date of determination is the last date of the student's LOA. For students on an approved

LOA who do provide notification of their intent to not return, the DOD is the date the student notified the University that they would not be returning. For all students subject to a return, federal funds will be returned within 45 days from the DOD.

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

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

The withdrawal process begins on the date of determination.

From the date of determination, the University 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. The University returns funds within 45 days of the date of determination. The exception to this rule is if the student or parent (dependent student) is eligible for a post withdrawal disbursement of funds earned but not disbursed.

Calculation for the Return of Title IV Funds

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

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

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

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

Dollar Amount of Aid Earned - If the Percent of Aid Earned is 60 percent or less, a return to the Title IV aid programs may be required and the 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 any aid that could have been disbursed during the period of enrollment.

Institutional Charges

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

Amount to be Returned

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

A. The amount of Title IV aid earned is subtracted from the Title IV aid disbursed in the period of enrollment. This is the amount of Title IV aid that must be returned.

B. The institutional charges for the period of enrollment are multiplied by the percentage of unearned Title IV aid calculated.

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

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

Post-Withdrawal Disbursement

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

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

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

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

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

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

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

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

Academic & University Policies

Educational Materials and Resources

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

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

The University partners with several online textbook suppliers. Students having difficulty finding required textbooks and course materials may contact their Academic and Finance Advisor or email bookstore@ncu.edu for assistance.

Program, Course Start Date

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

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

Students may contact their Academic and Finance Advisor for assistance in determining the latest date they may start a course without violating the Attendance policy.

Coursework may not be submitted until the course start date.

Faculty Assignment Disclosure Policy

The 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 research courses and acting as Chair of a Dissertation Committee will be decided by School Deans on the basis of appropriate qualifications and availability; however, in this circumstance, students are encouraged to approach faculty whom they would like to have serve on their Dissertation Committee and they to make requests for such assignments through their Academic and Finance Advisor. In these situations, students may express preferences for particular faculty members by consulting with their Academic and Finance Advisor, but the University has final authority over all teaching assignments.

Add/Drop/Withdraw Period

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

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

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

Dropping a Course

Courses dropped during the first seven days of the course session, or 14 days for a term-based JFK School of Law at National University program will be issued a "DR" grade. Dropped courses will not be counted in the units attempted unless a student has posted attendance [in accordance with the University's Attendance policy] during the first seven days of the course.

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

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

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

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

Students who discontinue a course after the seven-day drop period, or fourteen day drop period for term-based JFK School of Law at National University programs, are subject to the Withdrawal Policy.

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

Attendance Requirements

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

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

Note: Continual enrollment requirements are different for the Juris Doctor degree program and are outlined in the Juris Doctor Catalog & Handbook.

Academic-Related Activities

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

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

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

Continuous Enrollment

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

The Office of the Registrar' Student Records department is responsible for monitoring compliance with continual enrollment requirements. Academic and Finance Advisors are notified of administrative withdrawals for non-compliance and are responsible for deleting scheduled courses when students fall out of continuous enrollment.

Note: Students in JFK School of Law at National University programs are required to maintain regular (continuous) enrollment in their program. To maintain continuous enrollment, students must remain in compliance with attendance policies or petition for a Leave of Absence.

Non-Term Based Enrollment Status

The University recognizes the following program-level enrollment statuses:

Enrollment Status	Code	Definition

Active Full-Time	F	The student is enrolled and attending a course that meets the student's academic degree completion requirements. The student is actively attending class and the student's official last date of attendance based on academic-related activities does not exceed 28 consecutive days.
Active Less Than Half-Time	L	The student is enrolled and attending a course that does not meet the student's academic degree completion requirements, as determined by the institution, or the student is on administrative leave.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Graduated	G	The student has completed all program requirements and degree is conferred.

Term-Based Enrollment Status

For the purpose of financial aid and enrollment verification enrollment status is determined by the number of credits per semester:

Enrollment Status	**Undergraduate Credits per Term**	**Certificate Credits per Term**
Full-Time (FT)	12	12
Three-Quarter Time (TQT)	9	9
Half-Time (HT)	6	6
Less-Than Half-Time (LTHT)	<6	<6

Credit Hours

National University recently merged with John F. Kennedy University and Northcentral University with the goal of providing a more holistic approach to student success and degree offerings to support the "Whole Human Education" experience. In part, due to this merger of three universities, National University currently offers degree plans that use "quarter" credit hours and degree plans that use "semester" credit hours. NU is working to consolidate all degree offerings using semester credit hours. Until then, students will need to refer to the university course catalog or speak with their academic advisor to confirm if their degree plan utilizes quarter or semester credit hours.

Semester Credit Hours

NU courses that award credits earned based on semester credits mostly carry 3-semester credits. It is expected that a student taking a 3-credit semester 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.

Quarter Credit Hours

Courses designed using quarter credit hours divide the academic year into four 12-week quarters, each comprised of three 4-week classes. Under the current policy, 4.5 units of credit are awarded for courses.

Contact Hours: WSCUC accredited, undergraduate courses require 1hour of classroom instruction (also known as direct faculty instruction or contact hours, including substantive interaction) and a minimum of 2hours of out-of-class (non-contact hour) student work, per credit hour, each week for 10-12 weeks, or the equivalent amount of work over a different amount of time. (Note - If the accreditor updates this requirement, the following will be revised.)

At National University, this means that a typical, 4.5 credit hour course taught over 4 weeks, must include at least 2,700 minutes (45 hours) of student contact time spent "in" the course. (For fewer credits, divide these numbers appropriately; for more credits, multiply these numbers appropriately. Courses longer than 4-weeks will see these numbers spread over time.) This student-content, student-student, and/or student-professor interaction typically involves students working in the LMS itself. In the 4-week, 4.5 credit hour course model used at NU, this means that students should spend just over 11 hours per week working in and with fellow students, instructors, and course content such as discussions, simulations, watching videos, etc., (For more assistance with considering how to strategize timing for an online course, see Appendix.)

Non-Contact Hours: WSCUC expects individual programs and/or departments to make determinations above and beyond the base timeframe (called non-contact hours) with a minimum requirement of 2 hours of non-contact time for every 1 hour of contact time. (Ex: A typical week for a National University 1 undergraduate student should see approximately 11 hours of "in class" work with at least 22 hours of reading, writing papers, creating presentations, and other homework, etc.) Course Authors should seek guidance from department stakeholders for other non-contact expectations.

Student Workload

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

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

Grades

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

Academic Performance Grade Scale

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

- Preparation of assignments, including accuracy, legibility and promptness;
- Contribution to faculty member-student discussions;
- Demonstrated understanding of concepts on exams, papers, assignments, etc.;
- Application of skills and principles to new and real-life situations;
- Organization, presentation, and professionalism of written and oral reports;
- Originality and reasoning ability demonstrated in working through assignments; and
- Meeting minimum standards for all rubric criteria on the required deliverable

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

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

NOTE:

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

Grading Policies & Procedures

Minimum Grade Requirements

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

Undergraduate	D = 1.00
Graduate	C = 2.00
Doctoral Sequence (CMP9000 to CMP9599 and DIS9000 to DIS9599)	S = N/A
Doctoral Sequence (CMP-9600+, DIS-9901A+)	B = 3.00

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

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

Assignment Deadlines & Final Course Grades

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

Assignment Submission and Return

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

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

Incomplete Grades

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

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

- DIS-99XXA, B, and C

Repeating Undergraduate & Graduate Content Courses

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

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

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

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

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

Maximum "R" Grade Policy

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

Unsatisfactory Grades for Doctoral Sequence Courses

CMP Courses

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

DIS Courses

DIS9000-DIS9599	Students who receive a third "U" grade in a DIS9000 through DIS9599 course is subject to dismissal from the University. This applies to *any combination* of three "U" grades in the DIS9000-DIS9599 course sequence, whether the three grades are received in the same course or a different course.
DIS-9901A-DIS-9914D	Students who are unable to earn a minimum passing grade of "B" or better by the fourth course within a block of courses (DIS-99XXA, DIS-99XXB, DIS-99XXC, and DIS-99XXD) are subject to dismissal from the University.

Repeating Doctoral Sequence Courses

Students enrolled in course codes CMP-9600 through CMP-9799, and DIS-9901A through DIS-9914D, may be eligible to earn a Repeated Doctoral Sequence ("RD") grade for courses that were originally completed with a non-passing grade if subsequent attempts are completed with a "B" or better. Courses awarded an "RD" grade will not be used in GPA calculations. Some courses may not be eligible for an "RD" grade; students should work with their Academic and Finance Advisor to determine Doctoral Sequence course repeat eligibility.

NOTE: A dissertation block consists of a 12-week dissertation course (DIS-99XXA) and three, 8-week supplemental courses (DIS-99XXB, DIS-99XXC, and DIS-99XXD). For non-passing grade(s) to be replaced, students must successfully complete the dissertation block with a grade of "B" or better by the end of the third supplemental dissertation course (DIS-99XXD). Students who earn a non-passing grade in a dissertation block will be automatically scheduled and accepted into the appropriate supplemental course without a break in scheduling to ensure that students remain in continuous enrollment throughout the doctoral sequence.

Maximum "RD" Grade Policy for Doctoral Sequence Courses

A student may utilize the "RD" grade a maximum of fourteen times during the Doctoral Sequence (CMP-9600+ and DIS-9901A+). During the dissertation block, a student will be allowed a maximum of three "RD" grades per dissertation block.

ADA Course Accommodations

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

Administrative Course Codes

Administrative course codes do not contribute to GPA calculation.

Code	Explanation
DR (Dropped)	The "DR" course code is assigned when a student cancels participation in a course during the first seven (7) days of a course session for non-term programs, and fourteen (14) days for term-based programs and did not complete an academically related activity that met the University's attendance policy. Dropped courses only appear on the student's transcript when the student has posted attendance in a course prior to dropping the course on or before the seventh day. Students dropping a course are eligible for a full or partial refund in accordance with the University's refund policy. **NOTE:** Courses where attendance was posted that received a "DR" course code will have an asterisk next to them in the student portal.
EXT (Extension)	An "EXT" course code is assigned when a course is extended past the original course end date. "EXT" are used for administrative purposes and will be replaced with a final academic letter grade once the extension period ends. **NOTE:** If an academic letter grade has been posted prior to an extension approval, the "EXT" course code will replace the grade until the extension period ends and a final grade is determined.
I (Incomplete) Grade	An "I" grade is assigned when a faculty member grants a student an incomplete grade extension. "I" grades are used for administrative purposes only and will be replaced with a final academic letter grade once the incomplete extension period ends.
NG (No Grade)	The "NG" course code is authorized for use by the Office of the Provost or Registrar to address administrative errors or specific accommodations as approved by leadership. The "NG" course code remains permanently on the University records but does not appear on the student's transcripts.
R (Retaken)	An "R" grade is indicated on the transcript when the student repeats an undergraduate or graduate content course and the original grade awarded has been superseded by the later grade (see exceptions listed under Repeating Courses).
RD (Repeated Doctoral Sequence)	An "RD" grade is indicated on the transcript when the student earns a non-passing grade in CMP9600+ or a dissertation block course (DIS-99XXA, DIS-99XXB, DIS-99XXC, DIS-99XXD) and repeats the CMP course or completes the subsequent course within the same dissertation block with a grade of "B" or better (see Repeating Doctoral Sequence Courses).
W (Withdrawal)	A "W" is assigned when a student cancels participation in a course during the course withdrawal period. Students who attend a course past the 7-day drop period or 14 day drop period for term-based JFK School of Law at National University programs, are eligible to request a course withdrawal. Course withdrawal requests that are submitted prior to the student attending 71% of the course will be issued a "W" grade. Students who request a course withdrawal after attending 71% or more of a course will be issued a letter grade for the course that they are withdrawing from based on their academic performance in the course at the time of the course withdrawal. "W" grades appear on student transcripts and do not contribute to GPA calculation.
WL (Withdrawal Military Leave)	"WL" indicates that a student has taken a Leave of Absence due to Military Deployment before the course end date. Students returning from a Military Leave of Absence may continue in the course where left off

	without paying course tuition again. When completed, the "WL" will be replaced by the final academic performance grade.

Grade Appeals

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

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

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

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

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

Below is additional information on the grade appeal procedure:

Grade Appeal Procedure

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

Responsibility	Action
Student	1. Discuss grade concerns with faculty member in order to resolve discrepancy. 2. If the issue is not resolved, submit online Grade Appeal request and supporting documentation no more than 10 calendar days after the final course grade has posted
Faculty Member	3. Respond to online Grade Appeal request within five (5) business days of receipt.
Dean (or Designee)	4. Review online Grade Appeal requests and render a final decision on the grade within five (5) business days after receiving the faculty response.

	NOTE - If the faculty member does not respond within their allotted time, the Dean or designee will render a final decision without a faculty response.

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

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which the 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, they will receive an email notification in *NCUOne* as well as an email to the address on file. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

SAP Procedures

SAP Component Definitions

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

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

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

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

Treatment of Courses and Credits

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

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

Applied/Migrated Credits Within the University - All credits earned at the 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 SAP Maximum Timeframe, and are included in Program GPA calculations.

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

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

Course Withdrawals - All courses from which a student withdraws after the end of the drop period receive a "W" on the student's transcript. These courses are considered attempted credits for calculation of the Course Completion Rate and are counted toward the SAP Maximum Timeframe.

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 a comparison of the original program and the program the student is entering results in the determination of a substantial change by the Office of the Registrar, SAP will restart. The substantial change definition remains the same for both re-entry and continuing students who wish to change programs. Refer to the substantial change section in the re-entry policy for more details.

SAP Evaluation Schedule

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

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

Term-Based Programs (JFK School of Law at National University) – Students enrolled in term-based programs are evaluated for SAP after each term in their program.

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 they are 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, the student is returned to Good Standing status.

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

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

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

SAP (Academic) Dismissal – This status indicates a student was in a probationary SAP period and did not regain good standing by the next SAP evaluation. Students may appeal the dismissal to return to the University. Students who receive approval to return from academic dismissal are subject to the Re-entry policies and procedures. If ever it is determined that it is

mathematically impossible for the student to regain good standing within the current program, the student may consider a different program. A student is allowed one substantial program change per degree-level without the submission of a SAP appeal.

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

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

SAP Right to Appeal

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

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

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

For consideration, students should provide the following:

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

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

Time Limits for Degree Completion

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

Satisfactory Academic Progress (SAP) is a standard by which the 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 SAP Maximum Time Frame. For Academic Maximum Time Frame, the University sets the deadline in calendar years from the first date of attendance in the degree program. SAP Maximum Time Frame rules will supersede Academic Maximum Time Frame when it comes to financial aid eligibility.

SAP Maximum Time to Completion

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

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

Program Type	Course Completion Rate	Minimum GPA	SAP Maximum Time Frame
Bachelor's Degrees - 120 credit hours	No less than 66.66% of total course credit hours attempted	2.0	180 attempted credit hours
Paralegal Certificates - 28 credit hours	No less than 66.66% of total course credit hours attempted	2.0	46.6 attempted credit hours
Post-Baccalaureate Certificate -12 credit hours	No less than 66.66% of total course credit hours attempted	3.0	18 attempted credit hours
Master's Degrees - 30 credit hours	No less than 66.66% of total course credit hours attempted	3.0	45 attempted credit hours
Master's Degrees - 36 credit hours	No less than 66.66% of total course credit hours attempted	3.0	54 attempted credit hours
Post-Master's Certificate -18 credit hours	No less than 66.66% of total course credit hours attempted	3.0	27 attempted credit hours
Education Specialist (EdS) -33 credit hours	No less than 66.66% of total course credit hours attempted	3.0	49.5 attempted credit hours
Doctoral - 54 credits hours	No less than 66.66% of total course credit hours attempted	3.0	81 attempted credit hours
Doctoral - 60 credit hours	No less than 66.66% of total course credit hours attempted	3.0	90 attempted credit hours

Academic Maximum Time to Completion

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

Program Type	Academic Maximum Time Frame
Bachelor's Degrees	180 attempted credit hours
Paralegal Certificate	2 years
Master's Degrees - 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Post-Baccalaureate and Post-Master's Certificates	2 years
Education Specialist Degree (EdS)	5 years
Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

Changing Degree Programs

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

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

Upon receiving Dean approval, students must complete a new application and enrollment agreement for the new degree program. The student's new application and Dean approval is then submitted to the Office of the Registrar for evaluation and admissions approval in accordance with University policy. Once approved, the Office of the Registrar updates the student's degree plan and program of study. A Learning Management Fee (LMF) will be charged when a student vests in the first course of their new program.

Program Discontinuation

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

Academic Leave of Absence

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

Leaves are only available to students who have provided their official transcripts and have been officially admitted to the university, are currently in active status and have proceeded beyond the drop period in at least one course since beginning their

program of study. Students on approved ALOA who receive Federal Financial Aid are not considered withdrawn, and a return of funds is not required. Students may not receive Federal Financial Aid disbursements while on an ALOA.

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

Academic Leave of Absence (LOA) Policy

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

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

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

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

When unforeseen circumstances prevent a student from submitting an LOA request for a subsequent LOA, the University may grant a requested LOA if the reason and decision has been documented by the University. The University must receive the official LOA request from the student before the end of the LOA, and the request must be approved by the University. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, inclement weather and natural disasters.

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

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

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

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

Required Documentation

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

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

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

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

Access to University Resources During Leave

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

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

Return from Leave

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

If a student does not return to the University by the end of an approved LOA, the student is administratively withdrawn and an R2T4 calculation will be performed. To avoid being dismissed, the student must accept and vest in a course upon their LOA return date. The return course will be scheduled at the time of the LOA request and approval. It is the responsibility of the student to work with their Academic and Finance Advisor to begin a course on or before the date specified as the date of return from leave. The student's withdrawal date is retroactive to the student's last day of attendance (LDA).

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

Academic Leave of Absence Policy for Term-Based Programs

The Academic Leave of Absence policy for term-based programs is applicable to all officially admitted and enrolled students in term-based degree programs at the University. If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence (LOA). Students provisionally admitted are not eligible for an LOA until the University receives official transcripts and the basis for admission is met. Students in term-based programs may be approved for a maximum of two consecutive semesters on an LOA in a 12-month period. Each LOA must be independently submitted each semester by the student and approved by the University.

Matriculated students are expected to maintain regular (continuous) enrollment in their program. Students who are unable to enroll for one or more terms must complete a Leave of Absence request to avoid falling out of compliance with continuous enrollment requirements. Failure to remain in continuous enrollment may result in administrative withdrawal from the university.

A leave of absence for term-based programs may be granted for up to two consecutive semesters within a 12-month period, including any term in which a student enrolled but withdrew from all courses.

Students must get prior, written approval from the Dean's office for any Leave of Absence and must provide the following information in their Leave of Absence request:

- The student provides evidence of an extenuating circumstance
- The student is in good standing (under both the Academic Standards Committee policies and the SAP guidelines) within the program; an LOA request will not be granted to any student on probation

- The University has a reasonable expectation the student will return to school

The Dean's office may confer with the Academic Standards Committee to impose any conditions upon return from the LOA (usually related to classes that must be taken).

When unforeseen circumstances prevent a student from submitting an LOA request for a subsequent LOA, the Dean's office may grant a requested LOA if the reason and decision has been documented by the University. The Dean's office must receive the official LOA request from the student before the end of the LOA, and the request must be approved in writing by the Dean's office and University. Unforeseen circumstances may include but are not limited to, medical and family emergencies, military, jury duty, business travel, inclement weather.

During an LOA, term-based students are considered withdrawn for Title IV purposes and a Return to Title IV (R2T4) calculation is required for financial aid recipients. During an approved LOA there will be limited access to the *NCUOne* Learning Management System.

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

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

Required Documentation

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

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

Access to University Resources During Leave

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

Return from Leave

Students returning from an LOA remain in the degree program and catalog version in which they were enrolled at the time the LOA was approved and are subject to any requirements or conditions placed upon their return when the LOA request was granted.

If a student does not return to the University by the end of an approved LOA, the student will be administratively withdrawn from their program. To avoid being administratively withdrawn, the student must attend and vest in a term upon their LOA return date. The return term will be scheduled at the time of the LOA request and approval. It is the responsibility of the student to work with their Academic and Finance Advisor to begin a term on or before the date specified as the date of return from leave. The student's withdrawal date is retroactive to the student's last day of attendance (LDA).

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

Military Leave of Absence

A student may request a Military Leave of Absence (MLOA) online or by contacting their Academic and Finance Advisor and submitting a copy of supporting documents. A copy of the student's military orders, a letter from their commanding officer, or other documentation will be required to support the request for military leave. The student may request any length for the leave, so long as it does not begin more than 30 days prior to the assignment date, and does not exceed more than 180 days beyond their last date of attendance. The Academic and Finance Advisors will ensure that the MLOA return date coincides with a valid course start date.

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

MLOA Criteria & Process

Leave Duration

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

Courses in Progress

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

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

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

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

Return from Leave

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

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

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

Students will be re-entered into:

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

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

Students who do not vest into the 8th day of the returning course or the15th day for term-based JFK School of Law at National University programs 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 their Academic and Finance Advisor to begin a course on or before the date specified as the date of return from leave.

Service Leave Types and Reasons

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

Student Withdrawal from the University

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

Once officially withdrawn from the university, students are no longer considered to be active. Students that are not active in a program or certificate no longer have access to the *NCUOne* Portal, previously submitted assignments, or university resources. It is the students responsibility to save previously submitted assignments, syllabi, electronic textbooks (in accordance with publisher download permissions), and other documents from the *NCUOne* portal to their personal devices.

See the Refund Policy and Procedure for applicable financial policies.

Academic Dismissal

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

Administrative Dismissal

Students who violate the University's ethical policies and standards including, but not limited to, the Student Code of Conduct and Academic Integrity policies, may be subject to immediate administrative dismissal. Students who have been dismissed due to violation of the Student Code of Conduct or Academic Integrity policies, or due to any other legal or ethical matter, do not qualify for re-entry to the University. See Ethical Standards & Practices and Student Rights & Responsibilities for additional information.

Administrative Dismissal Appeal Procedure

Students who believe they have mitigating circumstances and wish to appeal their administrative dismissal must initiate the appeal within 30 days of receiving notification of the dismissal. Students appealing an administrative dismissal must follow the same Appeal Procedure as given in the Satisfactory Academic Progress policy.

Responsibility	**Action**
Student	1. As soon as possible following notification of dismissal, contact your Academic and Finance Advisor for instructions and a web link for submitting an appeal. **NOTE:** Dismissal of a Doctoral student for failure to meet requirements of the Dissertation Review Process may NOT be appealed.
	2. Using the instructions and web link, explain why you are appealing, including the specific circumstances that have prevented you from meeting requirements and any supporting documentation. Retain a copy of the appeal and documentation for your records.
	3. Submit the appeal electronically *within ten calendar days of notification* of dismissal. Once you have initiated an appeal, do *not* contact your Academic and Finance Advisor or School Dean.
	4. A. **Student** Does **Receive Financial Aid –** The system sends an alert to the Academic and Finance Advisor, School Dean and the Director of Financial Services. Proceed to Step 5.
	4. B. **Student** Does Not **Receive Financial Aid –** The system sends an alert to the School Dean and the Academic and Finance Advisor. Proceed to Step 6.
Director/Financial Services	5. Contact the School Dean as soon as possible to assist in evaluating the student's circumstances.
School Dean	6. Within ten calendar days of receiving an appeal alert, review the student's circumstances and enter a decision on the system, which automatically generates an email to the student and Academic and Finance Advisor. **Dismissal Appeal Approved** – An alert also goes to the Office of the Registrar.
Registrar	7. If you receive an alert that a Dismissal Appeal is approved, reinstate the student into Active status, with an SAP status of Warning or Probation as decided by the Dean.
Student	8. **The Dean's decision is final.** End of Procedure.

National University Dean's List

At National University, we believe it is important to recognize academic success in many forms. We realize our students have many demands across many roles in their lives. While Cum Laude and other graduation honors are awarded in recognition of achievement sustained across the student journey, the Dean's List recognizes students in their shorter sprints toward ultimate success.

The Dean's List at National University is a quarterly recognition of undergraduate and graduate students who have demonstrated exceptional academic performance. Students eligible for the honor must complete a minimum amount of coursework (9.0 quarter units/6.0 semester units) with a three-month GPA of at least 3.5 (undergraduate) or 3.7 (graduate).

In determining student eligibility, we use the following criteria:

- Completed a minimum of 9.0 quarter units/6.0 semester units). These units are calculated on the end date of the course. For instance, a student completing an 8-week course with 4 weeks completed prior to the quarter and 4 weeks completed during the assessment period would be granted unit and GPA credit for the whole course.
- Quarter GPA of at least 3.5 (undergraduate) or 3.7 (graduate). These minimum GPAs are only calculated with the courses completed during the assessment period. Therefore, a student may have a cumulative GPA of 3.3, receive two A's during courses completed in the quarter, and will be eligible for the honor of Dean's List.

Exceptions: Dissertation courses and some clinically-focused coursework is excluded in the calculation of eligibility, and those students in the Juris Doctorate program have different eligibility criteria based on program accreditation requirements as outlined in the Juris Doctorate Student Handbook.

The Dean's List is calculated and awarded quarterly in January, April, July, and October for the three months preceding. Students are notified via their student email address and also receive a confirmation when their certificate is issued. Certificates are available electronically through Parchment.

Honor Societies

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

Honor Society Criteria & Associations

All Schools

Golden Key International Honor Society (GK)

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

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

Sanford College of Education

Kappa Delta Pi (KDP)

- Chapter membership is based on a 3.75 grade point average in at least five courses
- An installation ceremony is held at least twice per year
- Member benefits include discounted professional development courses and webinars, access to respected resources, scholarship opportunities, discounts at education-related retailers, and other benefits.
- To learn more about Kappa Delta Pi, please visit: https://www.kdp.org/

School of Business and Economics

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

- Delta Mu Delta is an honor society only open to ACBSP accredited schools
- Invitation to the student is offered by the School of Business and Economics
- Master's degree students have to be in the top 20% of the class at the completion of 75% of the program
- Doctoral students have to be in the top 20% of the class after the completion of the prospectus course
- Membership Benefits include lifetime recognition of outstanding academic achievement, resume enhancement, scholarship program, lifetime contact through national newsletter, and other benefits

To find out more about Delta Mu Delta go to http://deltamudelta-lambdaeta.org/

Alpha Phi Sigma (APS)

- Alpha Phi Sigma is the only National Criminal Justice Honor Society for students in the fields of criminal justice, homeland security and criminal justice related fields
- The Society recognizes academic excellence of undergraduate and graduate students of criminal justice/homeland security specializations
- Alpha Phi Sigma is well represented in the professional ranks of all areas in the criminal justice field
- Undergraduate students shall be enrolled in the University or a graduate of the University with a specialization in criminal justice or homeland security fields, have completed at least 50% of their program, have a minimum grade point average of 3.5 on a 4.0 scale with a minimum grade point average of 3.5 in courses in criminal justice and/or homeland security, and who are in the top 20% of their class
    - A minimum of four courses of the above course work shall be in the criminal justice or homeland security specialization
- Graduate students shall be enrolled in a graduate program in Master's, or Doctorate in the criminal justice specialization or homeland security specialization, have a minimum grade point average of 3.5 on a 4.0 scale and a 3.5 grade point average in criminal justice and homeland security courses
- Undergraduate and Graduate students must have declared a specialization in either Homeland Security or a Criminal Justice specialization, or related field

National Society of Leadership Success (NSLS)

- NSLS is the nation's largest leadership honor society
- Candidacy is a nationally recognized achievement of honorable distinction

- Participation in the society is open to all graduate level majors
- Master's and doctoral students must have a 3.3 cumulative GPA and should have completed at least five courses in their program
- Lifetime membership benefits include: an accredited leadership development program, free admission to live broadcasts of speakers from leading organizations, opportunities for scholarships and building a professional network, access to job bank, letter of recommendation, and more

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

School of Health Professions

Upsilon Phi Delta (UPD)

- UPSILON PHI DELTA: "Health, Care, to Administer or Lead"
- Applicable for students enrolled in the Master of Health Administration (MHA) Program in the School of Health Professions
- Upsilon Phi Delta is an honor society only open to programs who hold membership with the Association of University Programs in Health Administration (AUPHA)
- Invitation to the student is offered by the School of Health Professions
- Membership is open to MHA students who have completed 18 credit hours and have maintained a 3.5 GPA
- Membership Benefits include lifetime recognition of outstanding academic achievement, scholarship program, lifetime contact through national networking, and other benefits. To find out more about Upsilon Phi Delta go to: http://www.aupha.org/main/resourcecenter/currentstudents/honorsociety

Department of Social Sciences

Delta Kappa International

- Delta Kappa International is an honor society only open to COAMFTE accredited schools
- Invitation to the student is offered by the Department of Social Sciences
- An installation ceremony is held twice e a year – one at graduation and a virtual ceremony
- Eligibility for active students on or after October 1, 2013
- Master's degree students have to achieve and maintain a 3.75 cumulative GPA
- Membership benefits include a lifetime recognition of outstanding academic achievement, resume enhancement, scholarship program, lifetime contact through national newsletter, and other benefits

JFK School of Law at National University

Lambda Epsilon Chi

- Lambda Epsilon Chi (LEX) is a National Honor Society for students of Paralegal Studies/Legal Studies.
- The purpose of the JFK School of Law at National University Chapter of LEX is to recognize persons who have demonstrated superior academic performance in an established program of paralegal studies/legal studies in which they earn a Paralegal Certificate.

- Undergraduates who have pursued a Bachelor of Arts in Legal Studies, attained a minimum GPA of 3.5 or better in Legal Studies courses, and who have a minimum overall GPA of a 3.25 or better are invited to apply for membership in LEX.
- Paralegal Certificate students who have a minimum GPA of 3.5 or better in Legal Studies courses are invited to apply for membership in LEX.
- Application for membership is made through the JFK School of Law at National University Program Chair, Legal Studies.

Graduation Requirements

To graduate, all degree-seeking students must complete their degree program within the maximum time limits specified in the University's catalog under the Time Limits for Degree Completion policy.

Degree Requirements

For all degree-seeking students, degree conferral requirements include:

- Cumulative grade point average of 2.0 (letter grade of "C") or better for undergraduate students and 3.0 (letter grade of "B") or higher for graduate students
- Official documents on file for basis for admission from a regionally or nationally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- University approval of dissertation manuscript and successful completion of dissertation defense for doctoral students
- All financial obligations to the University have been satisfied

Diploma Application and Degree Conferral

Students must submit a Diploma Application through *NCUOne*, which triggers a final degree audit. The audit process confirms that the student has met all academic and programmatic requirements and is financially clear. The Diploma Application final degree audit is reviewed and completed by the Academic and Finance Advisor, the School of the degree program to be conferred, Student and Financial Services, and the Office of the Registrar.

Upon successful completion of the final degree audit, the student is degree conferred and the diploma order is submitted to the University's third-party diploma vendor for processing.

A student's program completion date is the end date of the last course in their program. This date will be used as the student's degree conferral and diploma date.

If a doctoral student successfully defends their dissertation **prior** to the end date of the last dissertation course, the University will use the date the student defended their dissertation as the degree conferral and diploma date.

Example: End date of last course is March 14th; doctoral student defends dissertation on March 8th. Degree conferral date and diploma date is March 8th.

Honors

Students who demonstrate exceptionally high academic progress in the undergraduate programs are eligible for graduation honors. Graduate degrees do not qualify for honors designation. Students must have earned at least 30 semester credits with letter grades (A through F) at the University for honors to be determined. Academic honors are posted to the diploma and final transcript when the student's degree is conferred.

Students completing an Undergraduate program may qualify for the following honors:

- Summa Cum Laude (with highest honors) GPA 3.85 +
- Magna Cum Laude (with high honors) GPA 3.75 - 3.849
- Cum Laude (with honors) GPA 3.50 - 3.749

Diplomas and Certificates

The student's name in the official record will be printed on their diploma. Students may type out how they want their name to appear on the diploma in the diploma application, however; only minor deviations from the name will be allowed (e.g., omission or inclusion of middle name or suffix, abbreviated or nickname). If a student wants a different name than what is on record, they must complete a change of information request prior to submitting the diploma application. Contact the Office of the Registrar at graduation@ncu.edu for additional assistance.

Students receive one free diploma and diploma cover upon completion of the degree conferral audit and approval process. Students may order duplicate copies of their diploma or an electronic credential. Electronic credentials are only available for students that graduated after February 2021. See Miscellaneous Fees for more information.

Commencement Ceremony

The current commencement ceremony calendar and general information about the University's graduation process and ceremony schedule can be found at https://www.nu.edu/national-university-2023-commencement/.

Students may order their regalia from the University's third-party regalia vendor. The third-party vendor's website and contact information is published on http://www.nu.edu/.

To participate in commencement activities:

- Bachelor's degree students must be within 9 credits of program completion 45 calendar days prior to the commencement ceremony event date with a GPA of at least 2.0 and good financial standing with the University
- Master's degree students must be within 9 credits of program completion 45 calendar days prior to the commencement ceremony event date with a GPA of at least 3.0 and good financial standing with the University
- Doctoral students must pass their dissertation defense 45 calendar days prior to the commencement ceremony event date and be in good financial standing with the University

Note: Eligible students must also complete the event registration process outlined on https://www.nu.edu/national-university-2023-commencement/ 45 calendar days prior to the commencement ceremony event date

Dissertation of the Year Award

Each year, the University recognizes scholarly achievement among its doctoral students by honoring one or more authors of outstanding dissertations submitted for consideration by committee Chairs. The author of the Dissertation of the Year (DOY) is invited to attend that year's commencement ceremony to be honored, with the University covering travel costs for the DOY winner through an University travel-approved travel agency including transportation and lodging.

Eligibility

Graduates who have completed their dissertation paper and completed their dissertation defense by April 30th of the current academic year are eligible to have their Chair submit their dissertation for consideration for the Dissertation of the Year award.

Example: Dissertation must have been completed and approved between May1st of 20XX and April 30th of 20XX.

Participation at Commencement

To be eligible for the current year, nominations must be submitted to the Graduate School by May 1st. Nominations may be made by the dissertation chair. To nominate a dissertation for this award, a letter referencing the dissertation and indicating why it might merit an award should be submitted to GraduateResearch@ncu.edu. No late submissions will be considered.

Licensure and Certification

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at the University meets the licensing requirements of their local states, school districts, professional associations, or agencies. The University cannot provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements.

Ethical Standards & Practices

Code of Conduct

The University has established the following Code of Conduct for all current or former students and alumni. As a member of the University Community, each student is expected to understand the terms and conditions set forth in this Policy, comply with the standards, and conduct themselves in a professional and respectful manner. (See the Employee Handbook and Faculty Handbook for the Code of Conduct applicable to staff and faculty.)

The University is committed to maintaining an inclusive 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 seven 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
- Failure to follow community guidelines for University-sponsored events (i.e., commencement ceremony, dissertation boot camps, etc.) or University run social media engagement platforms (i.e., The Commons, Alumni Association app, etc.) to include any social media posts that are contrary to university values and lead to disruption in the University Community.
- 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, in speech, written communication or behavior, that is disorderly, lewd, lascivious, indecent, sexually abusive, or otherwise inappropriate, or that constitutes a breach of the peace; including violation of the University's policy that prohibits bringing alcohol, recreational drugs, or firearms onto University property or any location during a University-sponsored event
- Failure to cooperate during a University investigation

All members of the University community who become aware of violations of the Code of Conduct have a responsibility to report them to the appropriate authority.

For violations of an academic nature, the appropriate authority is the relevant Dean or Provost.

For violations that are administrative in nature, the appropriate authority is the relevant director of the functional area that oversees the administrative functions.

For violations that involve monies or are financial in nature, the appropriate authority is the Director of Financial Aid Oversight and Vice President of Student Operations.

For minor violations of an interpersonal nature, the appropriate authority is the relevant Director, Vice President, or member of the President's Cabinet.

For violations, including any instance of intimidation or sexual harassment, the violation must be reported to the University President and/or the Vice President of Human Resources.

A member of the University community who is the victim of a sexual assault should immediately notify law enforcement by dialing 911. A team member of the University who, in the course of their job responsibilities, suspects the sexual or physical abuse of a child must immediately report the incident to the law enforcement by dialing 911. If an incident of sexual assault occurs at a University location, it must be immediately reported to Human Resources.

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

The Dean will review the charges presented thus the ownership of the investigation (including supporting documentation) should fall on the reporting party.

NOTE: this policy does not regulate any group or individual posting on their own social media unless their conduct/communication is directed toward or has a direct and negative effect on members of the University Community.

Procedure: Responding to Alleged Violations of Code of Conduct

Responsibility	**Action**	
University Community Member (i.e., students, staff, faculty)	• When an alleged violation occurs, complete the Suspected Code of Conduct form and forward it to the Dean of the appropriate School.	
Dean	• Review the Suspected Code of Conduct Violation Form and supporting documentation. Within 5 days of receiving Investigation Report and materials, authorize one of the following subsequent courses of actions as appropriate.	
	IF:	**THEN:**
	• The issue is not substantiated	• Take no action
	• The issue proved substantiated but does not warrant a formal charge (The University has an official Warning Letter)	• 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
	• The issue is proved substantiated and warrants a formal charge due to the seriousness and/or repeat violations (The University has an official Charging Letter)	• Send a Charging Letter to inform the offender of the charge • Send communication in hard copy, by Compass Message or University email, and by personal email if available

		• Provide the policy, details of the offense, and rebuttal directions • Substantiated conduct violations at University-sponsored events (i.e., commencement ceremony, dissertation boot camps, etc.) or University run social media engagement platforms (i.e., The Commons, Alumni Association app, etc.) may result in removal of access and/or ability to participate • Respond to the reporting party to confirm the concerns are being addressed (to remain compliant with FERPA, the University does not release the specific actions taken)
Student	• If you choose to respond to the Charging Letter, you must do so within 10 days of the date of the Charging Letter: ○ Response must be in writing to the Dean ○ Response should include details regarding your position on the charge(s) as specified in the letter ○ If the individual would like to address the Student Code of Conduct Committee, that desire must be stated in writing along with a contact telephone number ○ The individual will have the 10 minutes before the Committee meets to state their position verbally (Note: the time is not intended for open discussion but the individual should be prepared to answer questions posed by the Committee in clarifying the events.) ○ Once completed, the call will be terminated and the Committee will discuss	
Code of Conduct Committee	• Evaluate relevant documentation and render a final decision in writing, including the appropriate sanction(s)	
Dean	• Write a letter to the individual informing them of the outcome and have it delivered in hard copy, by Compass Message or University email, and by personal email if available	
	• Place a copy of the notification letter in the student record and send copies to the Office of the Registrar	
	• Notify the appropriate area(s) to ensure the Committee's decision is enforced **DECISION IS FINAL:** All Committee decisions are final and there are no additional appeal provisions	
	IF Committee determines:	**THEN:**
	• Expulsion is the appropriate sanction for the behavior	• Automatically escalate the recommendation for a second review to Executive Team or Provost

Academic Integrity

The University is committed to supporting students and faculty in understanding and applying standards of academic integrity by:

- Using an industry-recognized text matching service to screen student assignments
- Publishing policy standards in the Catalog
- Providing materials about Academic Integrity in *NCUOne*
- Providing additional tools through the ASC on APA standards

The University considers it a serious violation of academic integrity to – intentionally or unintentionally – present the thoughts or ideas of another as your own. The key to academic integrity originates in the writer's choices on how to divide their voice from the voices of others. Plagiarism includes but is not limited to the following:

- Copying entire documents and presenting them as your own
- Cutting and pasting from the work of others without properly citing the source
- Stringing together quotes and /or ideas of others without connecting their work to your own original work
- Asserting ideas without acknowledging their sources or reproducing verbatim work written by others without properly citing your sources
- Accidental appropriation of the work of others due to a lack of understanding of documentation conventions
- Purchasing work from others and submitting it as your own

To monitor for potential plagiarism, the University submits student assignments through the institution's third-party text matching service. For dissertation courses, the final dissertation proposal and dissertation manuscript must be submitted through the text matching service.

Faculty may submit additional coursework to the text matching service as needed or instructed by the School Dean or designee.

NOTE: The University's response to academic integrity violations may range from requiring a student to re-write a paper to administrative dismissal from the University.

Scope of Policy

The Academic Integrity policy applies to all course assignments submitted by a student to an instructor, including but not limited to the following:

- Discussion postings
- Exams
- Signature assignments
- Course papers
- Comprehensive portfolio/prospectus
- Written assignments using outside source information
- Dissertation documents (dissertation chapters, concept papers, proposals and final reports)

Use of Text Matching Service

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

- Every comprehensive portfolio/prospectus must be processed through the text matching service
- Every dissertation final chapter, Proposal and final dissertation Manuscript must be processed through the text matching service
- Instructors may use the text matching service as they deem necessary, reserving the right to process any assignment at any time through the service
- A link to instructions for using the text matching service is available on the Faculty Page

Re-using or Re-purposing Prior Work

All student work must be original and written specifically for the course in which it was assigned. Presenting one's previously used work as an original work in subsequent assignments is plagiarism and is inconsistent with honesty and truthfulness in scholarship. Submitting the same coursework to multiple courses also violates Academic Integrity unless the resubmitted work is substantially changed and cited as previous work. The 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.

Exceptions

1. **Previously attempted course -** A student may submit prior work for the same course when re-taking a course that was previously attempted. Students must notify their faculty that they previously attempted the course and are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and achieve the best chance for a passing grade on the re-take is always prudent.
2. **Research methods courses and dissertation research -** Doctoral research is an ongoing process and these courses represent a continuing sequence where it is expected that students refine their prior work. Therefore, the submission of prior work is acceptable. Students must notify their professors that they are continuing their research from a prior course. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and take advantage of prior faculty feedback is always prudent.
3. **Comprehensive portfolios/prospectus -** The comprehensive portfolio and prospectus are the student's opportunity to showcase and prove knowledge already attained. Therefore, the submission of prior work is acceptable. This exception notwithstanding, students must revise the prior work before submission as part of the portfolio to best reflect the student's current scholarly abilities and submit both the original and the revised versions.
4. **When instructed to do so by the faculty or assignment instructions -** re-submission of prior work or revised work is permitted.

Acceptable Use of Information Technology

Through *NCUOne*, the 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 and Finance Advisor.

When utilizing University IT resources, all institutional policies are in effect at all times. Any student, team member, or faculty member who abuses the privilege of University facilitated access to student or faculty *NCUOne*, e-mail, or the Internet may be denied access to and, if appropriate, be subject to disciplinary action, up to and including termination or dismissal from the University.

Scope

The scope of this policy includes any and all use of institutional IT resources, including but not limited to, the student and faculty *NCUOne*, computer systems, phones, email, the network, network resources, and University Internet and Intranet connections.

The University 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 University business. Irresponsible use reduces their availability for critical business operations, compromises security and network integrity, and leaves the University open to potentially damaging litigation. All use of the University IT resources must be in support of business, education, and research consistent with the purposes of the 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 the 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 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 University Information Technology Department
- Anytime team members leave their desks/work area, they shall lock their desktop/PCs (in windows cntrl+alt+delete and press enter)
- Unauthorized attempts to circumvent data security schemes; identify or exploit security vulnerabilities; or decrypt secure data are prohibited
- Attempting to monitor, read, copy, change, delete or tamper with another user's electronic communications, email, files or software is prohibited
- Knowingly or recklessly running or installing (or causing another to run or install) a program (such as a "worm" or "virus") intended to damage or place an excessive load on a computer system or network is prohibited
- Forging the source of electronic communications, altering system data used to identify the source of messages or otherwise obscuring the origination of communications is prohibited
- Any use that violates federal, state, or local law or regulation is expressly prohibited
- Knowing or reckless interfering with the normal operation of computers, peripherals or networks is prohibited
- Deliberately wasting computer resources, including bandwidth, disk space, and printer paper, or running or installing games or other unauthorized software on institutional computers is prohibited
- Using the institution network to gain unauthorized access to any computer system is prohibited
- Downloading University information, especially University 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 University Web sites for product advertisement, except those endorsed by the University, is prohibited
- Any use of the University Web sites for political lobbying is prohibited

- All communications accessible via the University Web sites, such as the Bulletin Board, Discussion Forums and any other communication tools, will reflect professionalism, respect for others and appropriate language

Password Standards

Students must have valid login and password credentials to access *NCUOne*. Passwords for student accounts must be a minimum length of eight (8) characters and meet three of the following conditions:

- English uppercase characters (A through Z)
- English lowercase characters (a through z)
- Base 10 digits (0 through 9)
- Non-alphanumeric characters: ~!@#$%^&*_-+=`|\(){}[]:;"'<>,.?/

NOTE: For greater security, passwords should not be based on personal information (e.g., names of family, birthdates, etc.) or complete words or phrases in any language, slang, dialect, or jargon.

Passwords expire every 90 days and cannot be reused for 365 days (one year) from the date of expiration. Students with expired passwords will not be granted access to *NCUOne* until they have successfully reset their password. Instructions for updating account passwords are available through the *NCUOne* login/password reset feature.

Copyright Infringement

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

The 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 Peer-to-Peer (P2P) file sharing or unlicensed CD's and DVD's
- Posting or plagiarizing copyrighted material
- Downloading copyrighted files which the user has not already legally procured

Violations and Penalties under Federal Law

Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

Institutional Sanctions for Copyright Infringement

Students are expected to conduct themselves professionally and refrain from acts of misconduct set forth in the Student Code of Conduct. Suspected acts of misconduct or violations related to copyright infringement and P2P file sharing should be reported to the appropriate authority for review. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University.

Fair Use of Copyrighted Material

The 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 substantially 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. The 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.

Students should refer to the Acceptable Use of Information Technology policy for additional policies and procedures related to copyright infringement – including Peer-to-Peer (P2P) file sharing – institutional sanctions for student misconduct, and violations and penalties for copyright infringement under federal law.

Institutional Review Board (IRB)

Statement of Principles

The University is committed to ensuring that all research involving human participants follows the ethical principles and requirements as set forth in the Code of Federal Regulations (45 CFR 46), the Belmont Report, and the Nuremberg Code.

Establishment of Institutional Review Board (IRB)

To support these principles, the University has established an Institutional Review Board (IRB). The IRB reports to the Office of the Provost. The University will ensure there is IRB Director, IRB Chairperson, and sufficient resources and personnel are provided to the IRB in accordance with 45 CFR 46.103(b)(2).

Signatory Official

The signatory official for the University is the University Co-Provost overseeing IRB operations.

Authority of the IRB

All research proposals will be reviewed by the IRB. The IRB, not the researcher, will determine the necessary type of review (i.e. not human subjects research, Exempt, Expedited, or Full Board). If a study does not meet the federal definition of human subjects research as outlined in 45 CFR 46.102, the IRB will confirm this designation in writing, and no additional IRB oversight will be required.

The IRB will determine the risk level of a study as minimal risk or greater than minimal risk. Researchers may provide their own description of perceived risk factors. However, final determination of risk level is made by the IRB.

The IRB has the authority to review and approve, require modifications to, or disapprove all research covered by 45 CFR 46. In accordance with 45 CFR 46.112, research approved by the IRB may be subject to additional review by officials of the institution. These officials may approve or disapprove the research after an IRB approval, but they may not approve the research if it was first disapproved by the IRB.

In accordance with 45 CFR 46.113, the IRB shall have the authority to suspend or terminate approval of research that is not conducted in accordance with IRB requirements or that has been associated with unexpected serious harm to subjects.

Institutional Research and Course-Based Projects

The following types of institutional research do not require IRB review: internal research to evaluate institutional programs or determine institutional effectiveness, data collection and analysis for accreditation purposes, and reviews of course or instructor ratings. However, if these data are intended for publication or to contribute to generalizable knowledge, then the study requires IRB review.

All dissertation research must be submitted to the IRB for review. Students who are working on course projects that are not designed to contribute to generalizable knowledge do not need to submit to the IRB as these projects are not considered research proposals. University faculty and staff involved with designing course projects related to research are strongly encouraged to contact the IRB to verify that the projects will not require IRB oversight.

Researcher Responsibilities

Researchers are responsible for compliance with this policy. Primary responsibilities include:

- All researchers must complete the University required Collaborative Institutional Training Initiative (CITI) course modules
- Researchers must use the current IRB research application form and supplemental documents.
- Researchers may not obtain data for purposes of conducting research without IRB review and approval
- Researchers may not access identifiable or legally protected information unless the IRB has approved a procedure to obtain appropriate authorization from each participant
    - Researchers must provide evidence to the IRB that the information will be obtained in compliance with all applicable local, state, and federal laws, policies, and regulations related to privacy and confidentiality of legally protected information
- Researchers may not perform any procedure, intervention, or data collection for future research purposes and then retrospectively deem those data "archival" and not in need of appropriate safeguards to participants (including consent)
- Researchers must submit an IRB application if they intend to change or modify an approved application
    - The modification request must be approved by the IRB before any changes are implemented in the research
- Researchers must contact the IRB to report any injuries, problems, or complaints from participants within 24 hours of occurrence
- Researchers must fully disclose dual roles with sites or participants in their research application
    - This information is required for adequate risk assessment
- When performing research with participants who live outside of the United States, it is the researcher's responsibility to know and comply with local laws, research regulations, and requirements to obtain approval from the appropriate in-country ethics board
    - The IRB may request additional documentation as evidence of adequate compliance

- If an approved study was determined to be greater than minimal risk researchers must submit an IRB application for continuing review of an approved IRB protocol before the expiration date on the University IRB approval letter if they intend to continue recruitment and/or data collection beyond the approved expiration date
    - If the continuing review is not yet approved by the IRB at the time of the approved expiration date, the researcher must confirm in writing that all study procedures have ceased, and all study procedures may not resume until the IRB has completed the continuing review and approved the application for an extension with a new expiration date
- Researchers must submit an IRB study closure form as soon as data collection is complete, and all data are de-identified
- Student researchers doing dissertation research may not submit an application for their dissertation research to the IRB until the final Dissertation Proposal is approved by the committee and Chair
- Student researchers must be enrolled in an active dissertation course with the University while any recruitment, consent, and data collection are in-process

Additional Responsibilities for Faculty

Faculty who are supervising research must:

- Be current (completion dates are not more than three years old) in the University required modules and any elective and supplemental CITI training modules that apply to their own research or research they supervise
- Emphasize student awareness of and compliance with all aspects of this policy
- Support and sign students IRB applications

IRB Director Responsibilities

The IRB Director will:

- Ensure the IRB operates in a manner consistent with the statement of principles in section 1 of this policy
- Assist the IRB Chair with selection of members to the Full Board
- Assist the IRB Chair with operation of the Full Board, including facilitation of meetings when the IRB Chair is not able to be present
- Select and supervise IRB reviewers performing minimal risk reviews that are not assigned to the Full Board
- Oversee and document the selection of IRB membership that complies with the requirements set forth in 45 CFR 46.103(b) (3) and 45 CFR 46.107
- Maintain written Standard Operating Procedures (SOPs) in accordance with 45 CFR 46.103(b)(4,5)
- Maintain, review, and update additional SOPs as needed to optimize the effective function of the IRB and delivery of timely reviews for researchers
- Maintain records in accordance with 45 CFR 46.115
- Facilitate IRB registration in accordance with 45 CFR 46 Subpart E
- Oversee the University's Federal Wide Assurance documentation, compliance, renewal, updates, and requests for applicable addenda (e.g. Department of Defense).
- Appoint IRB Members

IRB Chair Responsibilities

The IRB chair is nominated by the Director and members for a term one calendar year with the possibility of a second year.

The IRB Chair will:

- Facilitate Full Board meetings
- Oversee completion of minutes of Full Board meetings
- Collaborate with the IRB Director to communicate Full Board determinations to researchers
- Coordinate review of resubmissions to verify conditions are met when the Full Board determination is "approval with conditions"

Assist with expedited review of minor modifications to studies previously approved by the Full Board in accordance with IRB Standard Operating Procedures.

IRB Member Responsibilities

IRB Members are appointed. Appointments are renewed at the discretion of the IRB Chair and IRB Director.

In accordance with 45 CFR 46, the IRB members will:

- Maintain awareness of community attitudes and promote respect for the IRB's advice and counsel in safeguarding the rights and welfare of human subjects
- Possess professional competence in research, except in the case of the non-scientist member(s)
- Remain knowledgeable about institutional commitments and regulations, applicable laws, and standards of professional conduct and practice
- Recuse themselves from initial or continuing review of any project in which there is a conflict of interest, except to provide information as requested by the IRB
- Maintain working knowledge of 45 CFR 46 and approve studies only when required items are met
- Be current (completion dates are not more than three years old) in all University required, elective, and supplemental CITI training modules
- Adhere to the University Code of Conduct

Appeals Process

If a researcher believes an IRB determination does not fall within the regulatory language, the researcher should first informally discuss the concern with the IRB Director and IRB Chair. If an informal resolution cannot be reached, the researcher should submit a formal appeal letter to the Office of the Provost. The formal appeal letter must detail the rationale for the researcher's concerns and support proposed alternatives with reference to applicable university policy and federal regulation (i.e. 45 CFR 46).

Violations

Suspected violations of this policy should be communicated to the IRB Director immediately. The IRB Director will determine if a non-compliance investigation is warranted and initiate an investigation and corrective action plan when needed. Notification of initiation or findings and/or corrective action plan from a non-compliance investigation will be made to the researcher, dissertation committee Chair (when applicable), Associate Dean and/or Associate Director, and Dean, Graduate School. The IRB Director will notify appropriate institutional officials if made aware of violations of other University policies or local, state, or federal laws or regulations.

Corrective actions for IRB noncompliance may include, but are not limited to:

- Establishment of more frequent continuing reviews of IRB approved research
- Suspension or termination of IRB approved research

- Referral for a suspected Code of Conduct violation
- Restriction of access to sites or participant groups affected by noncompliance
- Other appropriate actions as determined by the IRB Director and/or Full Board

Student Rights & Responsibilities

Student Responsibilities

It is the student's responsibility to be familiar with the information presented in the Catalog, and to know and observe all regulations and procedures relating to the program they are pursuing. In no case will a regulation be waived or an exception be granted because students plead ignorance of, or contend that they were not informed of the regulations and procedures included in the Catalog. Responsibility for following all policies and meeting all requirements and deadlines for degree programs rests with the student.

Admission Requirements from the current online catalog, in effect at the time of a student's enrollment, are the official sources and permanent references governing the terms of a student's enrollment. Students who fall out of continual enrollment may be subject to administrative withdrawal from the University. Students who re-enter after dismissal or withdrawal may be subject to re-entering the most current program version at the time of their re-entry. For additional information, please refer to the Denied Admissions policy.

Well-Being and Safety

The University is committed to providing students with an environment free of discrimination or harassment. Please see the University's Code of Conduct for additional information. In addition, community resources exist to provide students with information and support relating to personal well-being and safety, such as:

- National Domestic Violence Hotline (800) 799-SAFE (7233)
- National Sexual Assault Hotline (800) 646-HOPE
- U.S. Department of Justice National Sex Offender Public Registry http://www.nsopr.gov
- Substance Abuse or Mental Health Treatment National Helpline (800) 662-HELP (4357)
- National Aids Hotline: (800) 448-0440
- National Suicide Prevention Lifeline: (800) 273-8255
- Behavioral Health Treatment Services Locator http://findtreatment.samhsa.gov/
- Rape, Abuse & Incest National Network http://www.rainn.org/get-information
- National Center for Victims of Crime http://www.victimsofcrime.org/
- Addiction and Domestic Violence Recovery Center http://www.recovery.org/addiction/domestic-violence

Internet Safety Guide for Women https://www.vpnmentor.com/blog/the-empowering-internet-safety-guide-for-women/

Further, when requested by a victim, the University will facilitate changes in a victim's transportation and working situations, in addition to academic and living situations, as reasonable and appropriate.

Americans with Disabilities Act (ADA)

The 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.

Notice of Nondiscrimination and Section 504/ADA Coordinator

In accordance with the requirement of 504 of the Rehabilitation Act of 1973 and Titles I and II [or Title III if a private school] of the Americans with Disabilities Act of 1990 (ADA) the University will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities. The University does not discriminate on the basis of disability in its hiring or employment practices and complies with all regulations promulgated by the U.S. Dept. of Education, the U.S. Dept. of Justice, and the U.S. Equal Employment Opportunity Commission.

Students in need of accommodations are encouraged to contact sas@nu.edu. Team members must notify the Director of Compensation, Benefits, and ADA on the Human Resources Team for accommodations at humanresources@nu.edu If there is a concern of discrimination regarding accommodations, please contact:

Heather Tyrell

ADA/504 Coordinator

htyrell@nu.edu

(858) 642-8087

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 their academic goals. Students who are determined to meet eligibility definitions for accommodations are still expected to meet all academic and University performance standards and adhere to policies and Student Code of Conduct protocols as are expected of students without disabilities.

ADA Eligibility Definitions

The U.S. Department of Justice defines an individual with an eligible disability to be a person who:

- Has a physical, learning and/or mental impairment that substantially limits one or more major life functions (such as performing manual tasks, walking, seeing, hearing, speaking, breathing or learning)
- Has a documented record of a physical, mental, or learning impairment
- Is regarded as having a substantially limiting physical, learning, and/or mental impairment. The documented impairment may be permanent, recurring or temporary (less than six months in duration)
- Is "otherwise qualified" to perform the required course work with the assistance of academic accommodations which are determined on a case-by-case basis

For more information, please visit www.ADA.gov.

Examples of common ADA accommodations include (but are not limited to):

- Speech-to-text software
- Extended time for assignments and/or quizzes/tests
- Alternative format textbooks
- Closed-captioning or transcripts of online videos

The Disability Services Office cannot authorize the following:

- Extended breaks between courses or leaves of absence

- Special funding, discounts or waivers for course fees
- Vocational rehabilitation funding or scholarships
- Additional time to complete a program
- Waivers of the University policies, including admissions, academics or financial

The 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 Disability Services Office must receive the completed medical documentation and eligible students will receive reasonable accommodations
    - Accommodations will not be made retroactively
- Accommodated students are expected to make academic progress as measured by successful and timely completion of academic work in accordance with University policies
- The student is required to maintain contact with his faculty, Academic and Finance Advisor, and Disability Services during the period of the academic accommodation
- The student must speak with Disability Services Office before each course to ensure the appropriate accommodation is communicated with faculty and Academic and Finance Advisors as needed
- The student must abide by all University policies while accommodated, regardless of impairment
    - This includes admissions, attendance, and financial responsibilities
- Students must provide updated and/or clarifying disabilities documentation as requested by the ADA Program Coordinator

Obtaining Assistance

Students enrolled in a course at the 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 sas@nu.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 University 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 University student systems
    - Referrals of students can be denoted in the journal as "Referred to [Name of ADA Program Coordinator]"

ADA/Section 504 Grievance Procedure

The University is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws and regulations pertaining to individuals with disabilities.

Under the ADA and its amendments, a person has a disability if they have a physical or mental impairment that substantially limits a major life activity.

The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the University, regardless of whether they currently have a disability. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

Nicole Vanegas, the Title IX Coordinator, has been designated as the University's ADA/504 Coordinator responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Grievances related to disability status and/or accommodations will be addressed using the procedures below. For details relating to disability accommodations in the University's resolution process, please contact sas@nu.edu.

a. Students with Disabilities

The University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the academic programs, facilities, and activities of the University.

All accommodations are made on an individualized basis and must be supported by sufficient documentation. A student requesting any accommodation should first contact the ADA/504 Coordinator, who coordinates services for students with disabilities with the Student Disability Manager to review documentation provided by the student and, in consultation with the student, determines which accommodations are appropriate for the student's particular needs and academic program(s) in accordance with the University's applicable policies.

b. Employees with Disabilities

Pursuant to the ADA, the University will provide reasonable accommodation(s) to all qualified employees with known disabilities when their disability affects the performance of their essential job functions, except when doing so would be unduly disruptive or would result in undue hardship to the University.

An employee with a disability is responsible for submitting a request for an accommodation to the Director of Compensations, Benefits, and ADA and providing necessary documentation. The Director of Compensations, Benefits, and ADA or designee will work with the employee's supervisor to identify which essential functions of the position are affected by the employee's disability and what reasonable accommodations could enable the employee to perform those duties in accordance with the University's applicable policies.

The University has both informal and formal mechanisms for students and employees to resolve concerns about disability discrimination, denial of access to services, accommodations required by law, or an auxiliary aid they believe they should have received ("disability-related issues"). Any person who believes they have been subjected to discrimination based on a disability may file a grievance under this procedure. It is against the law to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Informal Process

If a student or employee has concerns about a disability-related issue, the student or employee should, but is not required to, in general, first discuss the matter with the ADA/504 Coordinator, or with the individual(s) most directly responsible, such as the faculty or Team member, who has decided regarding the student or employee's disability-related issue. If the student or employee chooses to speak first with the individual(s) most directly responsible, but the discussion does not yield an outcome acceptable to the student or employee, or if the circumstances of the complaint are such that it would be inappropriate for the student or employee to contact the individual responsible, the student or employee should, but is not required to, consult with the University's ADA/504 Coordinator, who will attempt to facilitate a resolution.

If the ADA/504 Coordinator is not successful in achieving a satisfactory resolution, generally within ten working days from the date of the student or employee raised the disability-related issue, the ADA/504 Coordinator will inform the student or employee of their efforts, and his or her right to file a formal grievance.

The purpose of the informal process is to make a good faith effort to resolve the issue quickly and efficiently; however, the individual may ask to implement the formal process at any time during the informal resolution or instead of the formal resolution.

ADA/504 Coordinator

Heather Tyrell

Office/Location: Remote employee

Address: 9388 Lightwave Avenue, San Diego, CA 92123

Email: htyrell@nu.edu

Phone: (858) 642-8087

Formal Grievance

Should a student or employee feel they have not been treated in a fair or professional manner regarding access and accommodations or feels they have been discriminated against based on disability, they are encouraged to follow the formal grievance procedures outlined below.

A formal grievance must be filed within 21 working days of the date of the Informal decision, if applicable, or within 30 calendar days of the occurrence of the disability-related issue.

The grievance must be in writing and include the following:

- The grievant's name, address, email address and phone number
- A full description of the situation

- A description of the efforts, if any, which have been made to resolve the issue informally
- A statement of the requested remedy, e.g. requested accommodation or remedy to address the alleged discrimination

If the grievance involves confidential medical information, the ADA/504 Coordinator will maintain the confidentiality of that information and will not release that information without the individual's permission, except as allowed by law.

The ADA/504 Coordinator will review the grievance for timeliness and appropriateness under this grievance procedure and notify the grievant if the grievance has been accepted.

The ADA/504 Coordinator either commences an investigation or will select a trained investigator who will promptly initiate an investigation. The investigator will be an individual who is trained on disability or civil rights issues. In undertaking the investigation, the ADA/504Coordinator or investigator may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the investigator believes to have relevant information, including but not limited to faculty, staff, students, and visitors to the University. All parties will have an opportunity to provide the investigator with information or evidence that the party believes is relevant to his or her grievance. All parties involved will receive a fair and equitable process and be treated with care and respect. The investigator will respect the privacy of all parties.

The investigation will be completed within thirty calendar days of the filing of the written complaint.

Findings and Notification

Within five working days of the completion of the investigation, the investigator will recommend appropriate actions to be taken. The investigator will provide a summation of the evidence that supports the recommendations, and the grievant will be advised in writing of the outcome of the investigation.

Appeal

Within five calendar days of receiving the determination from the ADA/504 Coordinator, the grievant or the party against whom the grievance is directed, may appeal the determination. To appeal, the party must file a written request for review with the ADA/504 Coordinator. Appeals are based on the following grounds:

1. To consider new evidence unavailable during the original investigation, that could substantially impact the original findings. A summary of the new evidence and its potential impact must be included in the request for appeal; or
2. The grievance procedure was not followed which significantly impacted the outcome.

If the ADA/504 Coordinator finds the decision establishes standing for appeal consideration, the appeal will be sent for review to the Appeal Board.

The Section ADA/504Coordinator will provide the person appealing with a copy of both the appeal and written decision within five calendar days of the filing of the appeal. The appeal decision will be final.

The University does not discriminate in its employment practices or in its educational programs or activities on the basis of sex. The University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please contact the Title IX Coordinator or the Assistant Secretary of Education within the Office for Civil Rights (OCR). https://www2.ed.gov/about/offices/list/ocr/contactus2.html.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education, Office for Civil Rights.

EEOC Field Office in San Diego

555 West Beech Street, Suite 504

San Diego, CA 92101

United States

Phone: 1-800-669-4000

How to file complaint: https://www.eeoc.gov/field-office/sandiego/charge

OCR District/Field Office for California

California

Office for Civil Rights,

San Francisco Office

U.S. Department of Education

50 United Nations Plaza

San Francisco, CA 94102

Telephone: (415) 486-5555

Facsimile: (415) 486-5570

Email: OCR.SanFrancisco@ed.gov

How to file complaint: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

Assistant Secretary for Civil Rights

Office for Civil Rights, National Headquarters

U.S. Department of Education

Lyndon Baines Johnson Dept. of Education Building

400 Maryland Avenue, SW

Washington, DC 20202-1100

Telephone: 800-421-3481

Fax: 202-453-6012; TDD: 800-877-8339

Email: OCR@ed.gov

The University will complete its investigation and make findings on a complaint filed at the University, even if a complaint has also been filed with the Office for Civil Rights.

Title IX Notice of Non-Discrimination

Scope

The scope of this policy applies to all staff, faculty, third-parties conducting business on behalf of the University, and all students. The core purpose of this policy is the prohibition of all forms of discrimination. Sometimes, discrimination involves exclusion from or different treatment in activities, such as admission, or employment. Other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, can encompass sexual harassment, sexual assault, stalking, sexual exploitation, dating violence or domestic violence.

The University adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex. As a University of federal financial assistance for education activities, the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

The University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by the University's policy.

Any member of the community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the University community on the basis of sex is in violation of the Title IX Policy.

Policy & Procedure

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) by electronic email or by voicemail.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please contact the Title IX Coordinator.

Who to Contact

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of University policy should contact the following:

Title IX Coordinator

Heather Tyrell

Office Location: Remote Employee

Mailing Address: 9388 Lightwave Avenue, San Diego, CA 92123

Telephone: (858) 642-8087 Email: htyrell@nu.edu

University Code of Conduct Related to Harassment

The University does not condone harassment or abusive behavior. Harassment, physical abuse, threatening comments, or intimidation of any person on University owned or controlled property or at University sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any member of the University community or any other person or persons. Such conduct includes, but is not limited to stalking, cyber stalking, harassment, and retaliation as a result of complaints or alleged misconduct.

Report It

Notice or complaints of discrimination, harassment, and/or retaliation may be made using any of the following options:

1) File a complaint with, or give verbal notice to, the Title IX Coordinator. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed.

Because reporting carries no obligation to initiate a formal response, and as the University respects Complainant requests to dismiss complaints unless there is a compelling threat to health and/or safety, the Complainant is largely in control and should not fear a loss of privacy by making a report that allows the University to discuss and/or provide supportive measures.

A Formal Complaint means a document submitted or signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the University investigate the allegation(s). A complaint may be filed with the Title IX Coordinator by phone, by mail, or by electronic mail, by using the contact information in the section immediately above, or as described in this section. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the University) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the complaint, and requests that the University investigate the allegations.

If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

Investigations

The University Title IX Coordinator maintains oversight for review and investigation of complaints of this nature. All investigations will adhere to practices set forth by Federal Guidelines.

Protection Against Retaliation

The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. The University values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

Student Consumer Information Policy

Federal Student Consumer Information Requirements
National University (NU) consumer information provides a suite of important University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This consumer information includes resources to academic policies, financial aid resources, general institutional information, health, safety & security items, student services, admissions expectations, and a variety of other areas. NU's consumer information is also available on the University's website at: https://www.nu.edu/consumer-info/.

Notice to Enrolled Students

National University (NU) Student and Financial Services team annually emails each enrolled student a Notice of Availability of financial assistance and institutional and consumer information, including FSA Penalties for Drug Law Violations, links to the University's graduation and completion rates and retention rates reported to IPEDS, campus security reports, and student rights under FERPA. Information will also be linked in new student Enrollment Agreements so all students are provided with the information in the Enrollment process. Students who have any questions or would like to meet with one of the University's dedicated financial aid advisors may reach out at financialaid@nu.edu or 1-800-NAT-UNIV, ext. 8500.

Financial Aid Information

Financial Aid Programs Available at National University

National University (NU) offers eligible students access to Federal and State loan and grant programs.

Federal Student Aid (FSA) Grants

Federal Pell Grant

This grant program helps students with tuition costs. This program assists students who are working toward a first bachelor's degree.

- Award Range for 2022-2023 Award Year: $692 to $6895
- Applications: FAFSA

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, NU 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). The University uses Pell Formula 4 to determine a student's eligibility and award. Students may be eligible to receive up to 150% of their Pell Grant Scheduled Award for an award year. This provision is called "Year-Round Pell" or "additional Pell". Students eligible for Year-Round Pell awards are subject to the normal duration of eligibility rules and LEU limits. A student's maximum duration of Pell Grant eligibility is six scheduled awards, as measured by the percentage of lifetime eligibility used (one scheduled award equals 100% lifetime eligibility used). A student is ineligible to receive further Pell Grant funds if they have reached or exceeded the 600% limit.

All Undergraduate students enrolled at NU 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." The University will assign crossover payment periods to the award year that best meets the needs of its students and maximizes a student's eligibility over the two award years in which the crossover payment period occurs.

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

Federal Pell Grant funds are generally scheduled for disbursement at the beginning of each course, or 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 Student Aid (FSA) Loans

Direct Subsidized Loan

This loan program assists undergraduate students with educational expenses. Interest doesn't accrue while you are attending and enrolled in at least a half time status. The interest rate and origination fees are fixed. More information about specific interest and origination rates can be found at https://studentaid.gov/understand-aid/types/loans/interest-rates. Repayment is not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six month grace period when they cease attendance of attend less than half-time. More information about loan repayment can be found at https://studentaid.gov/manage-loans/repayment.

Direct Subsidized Loan Amount: For each academic year, a student may borrow:

- Up to $3,500 as a first-year undergraduate
- Up to $4,500 as a second-year undergraduate
- Up to $5,500 as a third-, fourth-, or fifth-year undergraduate

Date funding begins is based on each student's individual program of study.

Direct Unsubsidized Loan

This program is available to undergraduate, graduate and professional students to assist with educational expenses. Interest accrues while you are attending. More information about specific interest and origination rates can be found at https://studentaid.gov/understand-aid/types/loans/interest-rates. Repayment is not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six month grace period when they cease attendance or attend less than half-time. More information about loan repayment can be found at https://studentaid.gov/manage-loans/repayment.

- Up to $9,500 as a first-year undergraduate

- Up to $10,500 as a second-year undergraduate
- Up to $12,500 as a third-, fourth-, or fifth-year undergraduate
- Up to $12,500 as a fifth-year undergraduate credential student
- Up to $20,500 as a graduate student
- Up to $33,000 as a graduate student in certain health professions

Dependent student's Direct Unsubsidized Loan amount eligibility may vary.

Aggregate Loan Limits

- Dependent Undergraduate: $31,000 ($23,000 maximum subsidized)
- Independent Undergraduate: $57,500 ($23,000 maximum subsidized)
- Graduate: $138,500 ($65,500 in subsidized Stafford)
- Graduate in certain health professions: $224,000 ($65,500 in subsidized Stafford)

Note: The graduate loan limit includes any Direct Loans borrowed as an undergraduate. Students may view their borrowed loan amounts via NSLDS. A link to the NSLDS website is available via the University's consumer information or directly at: https://www.nu.edu/administrations/financial-aid-and-scholorships/financial-aid-programs/.

Direct PLUS Loans

Direct PLUS Loans are available to parents of dependent undergraduate students and graduate or professional students to assist with educational expenses not covered with other financial aid. PLUS loans aren't based on need and require a credit check.

Federal Direct Loan Interest Rates and Fees

Interest rates and origination fees vary depending on when your aid is disbursed. Specific rates and fees are available on the FSA website. A link to the FSA website in available via the University's consumer information page or directly at: https://www.nu.edu/admissions/financial-aid-and-scholarships/financial-aid-programs/.

Institutional Information

Net Price Calculator (NPC)

National University (NU) provides prospective students with a calculator designed to give them an early indication of how much and what types of financial aid they may qualify for if they were attending school full-time in the academic year indicated. The goal is to provide students with a clear picture of options and opportunities so they may make more informed decisions about their college choices. A link to the College Board's NPC is available on the University's consumer information page at https://www.nu.edu/consumer-info/.

Cohort Default Rates (CDR)

National University (NU) provides prospective students with the University's annual FSA loan default rate to give them an indication of how many students who borrowed FSA loan funds from the University are not paying back their FSA loans. The goal is to provide students with an indicator regarding the percentage of students who do not repay their loans after graduating or withdrawing from the University. A link to NU's current and prior two year's default rates is available on the University's consumer information page at: https://www.nu.edu/consumer-info/.

Tuition and Fees

National University (NU) provides prospective students with a straightforward, easy to understand tuition and fee structure that includes a cost per course tuition rate and minimal additional fees. NU attempts to keep book costs and other miscellaneous program fees to a minimum. Upon enrollment, each student is informed of any additional fees that are not included in the cost per

course tuition rates. National University (NU) tuition and fee costs for all of its programs are available on the University's consumer information page at: https://www.nu.edu/consumer-info/.

Completion or Graduation Rate

National University (NU) annually prepares its graduation rates and makes these rates available to enrolled and prospective students via its consumer information page at: https://www.nu.edu/consumer-info/.

National University reports disaggregated graduation rates by gender, major racial and ethnic subgroups (as defined by IPEDS).

The "Student Right to Know" or IPEDS graduation rate tracks the progress of students who began their studies as full-time, first-time degree or certificate-seeking students to see if they complete a degree or other award such as certificate within 150% of "normal time" for completing the program in which they are enrolled. NU does not disaggregate SRTK graduation by recipients of Federal Student Financial Aid recipients as the number is too small (30 students at last reporting) to disclose or report and protect student privacy. Not all students are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

Student Right to Know graduation and retention rates can be found on the NCES website at: https://nces.ed.gov/collegenavigator/?q=national+university&s=all&pg=2&id=119605#retgrad.

NU graduation rates for all students can be found on the NU graduation rate dashboard on the student achievement website at: https://studentachievement.nu.edu/institutional-data.html.

Graduate diversity is also available as a Graduate Report as part of the Student Demographics dashboard.

NU graduation rates for all students can be found on the NU graduation rate dashboard on the student achievement website at: https://studentachievement.nu.edu/institutional-data.html.

NU does not calculate job placement rates and thus does not provide the following consumer information: Job Placement Rates, Placement in Employment, and Types of Graduate and Professional Education in which the Institution's Graduates enroll.

Annual Security Report

National University (NU) recognizes that crime prevention is the responsibility of each person working at, attending school at, or visiting a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior. The University is, therefore, committed to providing a safe environment for learning and working.

The Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report to all current faculty, staff, and students and notice of its availability to prospective students, faculty and staff. The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings, or on property owned or controlled by National University, and on public property within, or immediately adjacent to and accessible from the campus. The report also include institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention and the reporting of crimes, sexual assault, and other matters.

NU's current and past annual security reports are available on the University's consumer information website at: https://nu.edu.our-university/annual-safety-and-security-report/. The annual report is released in January of each year by the Legal/Regulatory department. A paper copy will be provided upon request.

Timely Warnings and Emergency Notifications

National University (NU) recognizes that crime prevention is the responsibility of the University and each person working at, attending school at, or visiting a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior.

The University's Emergency Operations information line is 1(844)-AlertNU or 1(844) 253-7868. This recorded information line is updated in the event of a campus emergency.

Reporting Health and Safety Concerns

Students, faculty, staff, and guests should immediately report health and safety concerns to campus or security personnel. If a campus security officer cannot be reached, request to speak with the center director or another staff member since they will be able to assist in reaching the security officer. The Campus Safety and Security team may be reached directly via their main line (858) 642-8892, mobile line (619) 405-4208, or email safety@nu.edu.

For concerns that are not an immediate health or safety concern, visit www.nu.edu/reportit to connect with the appropriate department.

Emergency Procedures

University team members are advised to program the following numbers in their mobile phones in the event of an emergency and should note that campus phone will require "9" to be entered to reach an outside line. Incidents occurring on any campus can be reported to the Director of Security for immediate assistance.

- Office Phone: (858) 642-8191
- Mobile Phone: (619) 405-4208
- Safety & Security Office: (858) 642-8892

All work-related injuries or illnesses must be reported to Human Resources within 24 hours:

- Office Phone: (858) 642-8191
- Email: benefits@nu.edu

If an incident is in progress and someone is unable to call but has access to email, a message will need to be sent instead to incidents@nu.edu. This notifies Human Resources, Information Technology, Regional Operations and Safety & Security. All Security Officers are equipped with a cell phone. Please contact your Center Director for your officer's number.

Active Shooter

If an active shooter is in the vicinity: RUN.HIDE.FIGHT

- Remain calm. Survey your surroundings for a safe escape route.
- RUN. Relocate to a safe location.
- If there is an escape path, attempt to evacuate to a safe location.
- Leave your belongings behind. Staying out of harm's way is your top priority.
- Help others escape, if possible.
- Prevent others from entering the area.
- Call 911 when you are safe. Report location of injured and if possible, description of the assailant.
- Hide. If evacuation is not possible, find a place to hide.
- Loco and/or blockade the door.
- Silence your cell phone.
- Hide behind large objects, out of the assailant's view.
- Remain very quiet.
- Prepare to evade or defend.
- Fight. As a last resort, and ONLY if your life is in danger.
- Attempt to incapacitate the intruder.

- Act with physical aggression.
- Improvise weapons
- Commit to your actions

When Law Enforcement Arrives:

- Remain calm and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for the injured is on its way.
- Wait for further instructions. Do not drive away unless instructed to do so.

Building Evacuation

- When an alarm sounds or an emergency is communicated, evacuate the building IMMEDIATELY.
- Pull the fire alarm if you discover a fire.
- Do not lose your life over your possessions. If time allows, take your keys and cell phone.
- CLOSE but do not lock doors as you leave.
- Look for the nearest doorway marked EXIT and/or proceed to the nearest safe stairway and exit the building quickly.
- Do not use elevators.
- Be certain all persons in the area are evacuated, if possible.
- Help those who need special assistance.
- Report immediately to the designated assembly area for a head count. Report anyone missing or injured.
- Wait for instructions from emergency personnel. Do not leave until told to do so.

Earthquake

Before:

- Decide where you can take cover when tremors start.
- Clear the area underneath your desk of boxes or other items.
- Store your Grab-in-Go bag underneath your desk or table.
- Secure bookshelves or partitions to walls.
- Keep overhead bins locked.
- Prepare a kit for home. (3 day supply of food & water, First Aid kit, blankets, flashlights, radio, and batteries).
- Store a pair of shoes and flashlight in a bag and tie it to your bedpost.
- Establish an out-of-state contact.
- Join your local Community Emergency Response Team (CERT)

During:

- Resist the urge to panic and flee. Remain calm.

- Protect yourself from falling or flying objects.
- Get under or beside something that is sturdier than you.
- Stay away from large windows, shelving systems, or tall room partitions.
- DROP onto your hands and knees and take cover underneath a desk, table, or stairwell; or beside an interior wall or sofa.
- Do not stand in doorways. Doors can swing violently, resulting in smashed or broken fingers.
- COVER the back of your head and clasp your hands behind your neck. Bend over to protect your vital organs.
- If you are in a wheelchair, set your parking brake, lean forward and cover your neck with your hands and arms, or other items.
- Close your eyes and mouth to protect against dust and debris.
- HOLD ON to desk or table legs so that you can remain covered; or on to a sofa leg. Be prepared to move with your shelter.
- Remain sheltered until shaking stops.
- Prepare for aftershocks, power outages, sounding alarms, activated fire sprinklers, and noise from broken glass, creaking walls, or falling objects.
- If you are inside, stay inside.

If you are outside:

- Resist the urge or running towards a building
- DROP,COVER and HOLD ON
- Drop down to your hands and knees
- Cover your head with your arms, clasping your hands behind your neck.
- Bend over to cover your vital organs and hold on
- If you can move safely, relocate to an open area away from overhead power lines, building facades, or windows.

If you are at a desk or table located near a window:

- Get underneath the desk or table and pull in a chair as close as you can to protect yourself from flying glass.

If you are driving:

- Gradually decrease speed and pull over to the side of the road.
- Do no stop under overpasses or bridges.
- Set you parking break.
- Turn on the radio and listen to emergency alerts.
- If a powerline falls on your car, call 911 and remain inside your vehicle. Do now touch windows, doors, or any metal surfaces.

If you are in a stadium/theater/auditorium/classroom

- DROP to your hands and knees, in between the seats.
- COVER your neck with your hands and arms. Bend over to cover your vital organs.

- HOLD ON to a chair leg with one hand, while protecting your head and neck with your other arm.
- Close your eyes and mouth to protect against dust and debris.

If you are sitting in a restroom stall.

- Bend towards you knees.
- Cover your head with your arms to protect yourself from falling objects.
- Close your eyes and mouth to protect against dust and debris.

If at the grocery store:

- Resist the instinct to run.
- DROP, COVER, and HOLD ON.

After:

- Retrieve your dusk mask from your GRAB-n-GO bag and use it to cover your nose and mouth.
- Check your surroundings before leaving your shelter or bed.
- Be careful of any debris such as broken glass.
- Do not attempt to evacuate unless absolutely necessary.
- If evacuating, take all essential items (jacket, purse/wallet, cell phone, car and house keys, laptop, etc.) and your Grab-n-Go bag.
- Survey your immediate area for trapped or injured persons and ruptured utilities.
- Provide care for injured and resolve any issues such as chemical spills or other hazards.
- Be prepared for aftershocks by relocating to a safe are and not running.
- If possible, notify your out-of-state contact.

Campus Crime Log

National University (NU) provides a Campus Safety and Security team and maintains a crime log for all campuses. This log is available on its consumer information website at: https://nupublicresources.blob.core.window.net/campussecurity/nu-crime-log.pdf.

Other General Disclosures

Consumer Protection Policies

Privacy Policy

National University (NU) is committed to protecting the privacy of students, faculty, team members and all other stakeholders. NU values its users' privacy and has created a Privacy Policy (Policy) to assist in the understanding of how it collects and uses personal information from those who visit its website or make use of its online facilities and services, and what it will and will not do with the information it collects. The NU policy has been designed and created to assure those affiliated with NU of its commitment and realization of its obligation not only to meet, but to exceed, most existing privacy standards. This Policy does not govern the collection and use of information by companies that NU does not control, nor by individuals not employed or managed by NU. This policy is designed to provide the following:

- What personally identifiable information is collected through its website;
- Why NU collects personally identifiable information and the legal basis for such collection;

- How NU uses the collected information and with whom it may be shared;
- What choices are available regarding the use of data; and
- The security procedures in place to protect the misuse of information.

FERPA

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, all National University student records are confidential. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

FERPA Rights

Procedure to Inspect and Retrieve Education Records

Under FERPA, students have the right to inspect and review their education records. A student who wishes to inspect and review their records should submit a written request to the University Registrar. Students have the option to inspect their records at the University's San Diego, California location and must present photo identification before access to educational records is allowed. A designated University official must be present when a student wishes to review their records at the San Diego, California location.

For students who cannot reasonably travel to the University's San Diego, California location, copies of records from a student's file can be made available; the student must fill out and submit the 'Request for Educational Records' form.

All records requests will be responded to within 14 days from the date of receipt of the request. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time, but in no case more than 45 calendar days after the request was made.

The cost of obtaining copies, whether paper or electronic, is $1.25 per page, payable in advance.

Education Records

Education records are defined as official records that are directly related to a student and maintained by the University Registrar.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to them personally.

Request to Correct Education Records

Students have the right to request an amendment of their education records if student believes their record may be inaccurate, misleading or in violation of their rights of privacy. The request for amendment must be made in writing and include a notarized signature. The request must be mailed to the attention of the Office of the Registrar and must identify the part(s) of the education records to be amended and specifying the reasons why the student believes the information is inaccurate or misleading.

The Office of the Registrar shall notify the student of the decision regarding their request for an amendment to their record within 15 business days of the receipt of the request. If the Office of the Registrar denies the student request to correct education records, the student has the right to request an appeal. All appeal requests must be submitted to the Office of the Provost and must be postmarked or emailed within 15 business days after the initial denial was sent. Any requests for appeal that are sent after the 15 business day deadline has passed will be denied, and the matter shall be deemed closed.

Once the Office of the Provost receives the student's appeal request, they will render a written decision to the student within 15 business days of the receipt of the request. The Office of the Provost's decision is final and is not subject to further appeal.

Disclosure of Educational Records

Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- State and Federal Regulatory Agencies
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies or crises
- State and local authorities, within a juvenile justice system, pursuant to specific State law

The University has designated certain types of information as "Directory Information," which may be disclosed without a student's consent.

Directory Information

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

- Student's name
- Email address
- Program(s) of study
- Dates of attendance
- Course schedule and degree plan
- Degrees, certificates and awards granted including conferral date
- Honors or awards received
- Current enrollment status (i.e., active/inactive)
- Undergraduate year (Freshman, Sophomore, Junior, Senior)
- Participation in activities officially recognized by the University

Although directory information can be disclosed without student consent, the University is not required to do so.

Non-Directory Information

Non-directory information is considered any information that is not listed as directory information. This information may not be released without the prior written consent of the current or former applicant or student.

The University will annually notify students of their rights under FERPA. Students may request nondisclosure of student directory information via a FERPA hold form, in writing, to the Office of the Registrar, National University, 8667 E Hartford Drive, Suite 100, Scottsdale, AZ 85255. Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

*Undergraduate Year - For federal reporting purposes, the year of progress in an undergraduate program is designated according to the total number of semester credits earned towards their bachelor's degree, including units accepted in transfer (partial semester credits are rounded down):

- Freshman 0-24 semester credits

- Sophomore 25-48 semester credits
- Junior 49-72 semester credits
- Senior 73 or more semester credits

Student Educational Records

NU maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. FERPA covers anyone who is or 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 part-time faculty members

When operating websites, NU must take special measures to ensure the confidentiality of the information is protected. A privacy statement appears on the websites that explains what information NU may collect through our websites, why NU collects such information, how the information is protected, and the choices stakeholders have about how NU uses the information.

The University safeguards this information and to ensure the stakeholders are protected.

The University maintains Enrollment, Financial Aid, and Disciplinary documents for up to five years and Transcript documentation indefinitely.

Copyright Infringement and Fair Use

NU is committed to adhering to the provisions of the United States Copyright Law, including peer-to-peer (P2P) file sharing. To learn more about our related policies and procedures, please see the Acceptable Use of Technology and Fair Use of Copyrighted Material policies.

Student Code of Conduct

NU has a Code of Conduct that supports the University mission to provide access to higher education opportunities that help students become valuable contributors to their communities and within their professions. Each student is expected to understand the terms and conditions set forth in the Student Code of Conduct Policy and conduct themselves with academic honesty and personal integrity.

Student Grievance Process

In the event that a student has a complaint or a dispute with the University regarding the University's application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of a grievance.

NU encourages students to attempt to resolve all issues internally with their Academic and Finance Advisor and or Faculty members. This procedure support timeliness, quality, accountability, and ensures that the appropriate institutional levels are involved and resolve matters in an efficient and effective manner. Additionally, it allows those closest to the problem the ability to extend the highest levels of support services.

Academic and Finance Advisors will coordinate and collaborate with required team members, department, and or Schools in pursuit of a student's required response. This ensures that the process is in accordance with policy and reviewed by the necessary parties required to properly address the issue at the appropriate institutional level.

Expected Escalation Levels for Resolution

- First level- Academic and Finance Advisor/Faculty
- Second level- Team Lead and or Associate Director of Student Financial Services
- Third level- Sr. Director of Student and Financial Services/Dean or designee

- Fourth level- VP Operations- Student and Financial Services/Office of the Provost (Depending on the nature of the issue)
- Fifth level- Grievance

NOTE: Dissertation Students are required to work through problems and concerns with their Committee Chair. If a student is unable to resolve an issue with the Chair regarding dissertation protocols, then the student may use these resolution methods.

Grievance

A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student's favor.

Grievance Evaluation

Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their Academic and Finance Advisor if all other steps noted above have been attempted without appropriate resolution.

NOTE: Students may not grieve the stated or published policy of NU.

Procedure: Filing a Grievance

Responsibility	Action
Student	1. Create a written document outlining your concerns and evidence to support your assertion. Submit this documentation to your advisor who will review and share as appropriate based on a review of each unique situation. Documentation should include: ○ The complaint; ○ Other methods of resolution that have been used unsuccessfully to resolve this issue; ○ Description of events leading to the grievance; ○ Remedy or resolution being requested. Students are expected to allow for the due diligence of review and investigation to occur prior to submission of a follow-up or attempted escalation of the same problem.
Office of the Provost/ Office of the Registrar	2. A. If the issue requires an impartial review to determine possible solutions above and beyond the resources provided through other departments, the concern will be forwarded to Provost@nu.edu to determine if additional parties at the functional level should participate in the review and resolution.
	2. B. If it is determined that further escalation is appropriate, they will assign an investigator and conduct an investigation.
	3. Contact the student to determine understanding of the matter and to attempt informal closure. If that is not possible, continue the investigation.
	4. Share results of the investigation with the Provost for review and judgment if required.
	5. Communicate the outcome to the individual within 20 days (including weekends) * via email or share the decision in a telephone call.

	(Note: If execution of proper due diligence requires more than 20 days, the University will maintain regular contact with the student to ensure they are aware of the status of the investigation.)
	6. Provide copies of the communication to University departments as appropriate. Decisions made at this level are final and cannot be grieved or appealed.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, through their website https://www.bppe.ca.gov/, by phone at 916-431-6959 or by fax at 916-263-1897.

Drug and Alcohol Abuse Prevention Information

National University's (NU) drug and alcohol abuse prevention program and policy is designed to present students and team members of the University with official notification of the applicable policies and penalties related to controlled substances (illicit drugs) and alcohol, as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. Students and team members of the University are required to be aware of and abide by the standards and provisions outlined in this policy statement. NU will distribute this policy to students and team members on an annual basis.

The use, consumption, sale, purchase, possession, manufacture, or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on University property or while engaged in University activities is prohibited. All students and team members are subject to this policy and to applicable federal, state and local laws related to this matter. Any violation of this policy may result in disciplinary actions as set forth in the applicable sections of this policy. NU recognizes that students and team members may, in accordance with the federal, state, and local laws, choose to use alcohol on their own time. Additionally, the University retains the right to grant limited exceptions to this policy only for the moderate consumption of alcohol during University- sponsored events or meals at which the University deems such moderate consumption to be acceptable.

Students and team members should be aware that there are criminal penalties- under federal, state, and local law- that make it illegal to use, manufacture, sell or possess controlled substances. Students must also be aware that there are federal financial aid penalties for drug-related convictions- received prior to and/or while receiving aid- that can affect student eligibility to receive federal financial aid. For additional information regarding financial aid and the implications of drug-related convictions, please visit the Office of the US Department of Education's Federal Student Aid website.

NU urges individuals with substance abuse problems to seek assistance and support. Students are encouraged to seek help through available national and community resources and hotlines, including, but not limited to, the following examples:

National Council on Alcoholism and Drug Dependence, Inc. (NCAD)

Telephone: 1-800-NCA-CALL (622-2255)

Substance Abuse and Mental Health Services Administration (SAMHSA)

Telephone: 1-800-662-HELP (4357)

Website: http://www.samhsa.gov/

Treatment Finder: https://findtreatment.samhsa.gov/

National Institute on Alcohol Abuse and Alcoholism (NIAA)

Telephone: 1-800-662-HELP (4357)

Website: http://www.niaaa.nih.gov

Treatment Finder: http://www.niaaa.nih.gov/alcohol-health/support-treatment

National Institute on Drug Abuse (NIDA)

Telephone: 1-800-662-HELP (4357)

Website: http://www.drugabuse.gov/

Alcoholics Anonymous (AA)

Telephone: see local telephone directories

Website: http://www.aa.org/Al-Anon

Telephone: 1-888-425-2666

National Cocaine Hotline

Telephone: 1-800-COCAINE (262-2463)

Addiction Group

Telephone: (855) 217-2693

Website: https://www.addictiongroup.org

Treatment Information: https://www.addictiongroup.org/treatment/

Team members are eligible to participate in the University's Employee Assistance Program at no additional cost. Team members are encouraged to contact Human Resources with additional questions.

There are serious physical and psychological health implications associated with the use and or abuse of drugs and alcohol that vary based on the frequency, extent, and intensity of consumption. When consumed in excess, drugs and alcohol can also lead to overdose or death. Drug use can cause changes in the brain that result in memory and cognition problems or lead to more severe consequences such as seizures, stroke, and possible brain damage. Alcohol use can impair brain function and motor skills; excessive use can increase the risk of certain cancers, stroke, and liver disease. Drug and alcohol use while pregnant may result in a number of health complications for the fetus such as premature birth, miscarriage, and low birth weight. For more information on the use of drugs and or alcohol and its effects on the brain and body, visit the National Council on Alcoholism and Drug Dependence.

Students and team members found participating in the use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs, drug paraphernalia, and or alcohol while on University property or while engaged in University activities shall be subject to disciplinary sanctions on a case by case basis. Students are expected to conduct themselves professionally and refrain from acts of misconduct set forth in the Student Code of Conduct published in NU's Catalog. Suspected acts of misconduct or violations of this policy should be reported to the appropriate authority for review and submission of the Suspected Code of Conduct Violation form. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University. Team members are expected to observe high standards of ethical, moral ,and legal business conduct as outlined in the Code of Conduct and Ethics and Standards of Professional Conduct published in the Team Member Handbook. Violation of these standards of conduct or this policy may result in corrective action, up to and including termination of employment. Suspected violations should be reported to a member of leadership or the Human Resources office.

New employees will receive a copy of this policy during the New Employee Orientation process, and all other employees will receive their annual notice of the policy during the annual Compliance Training process as implemented by Human Resources.

New students will receive a link to the policy on their Enrollment Agreements, with all other students receiving their annual notice no later than August 31.

Voter Registration Information

National University (NU) provides voter registration information for its students on its consumer information website at: https://www.nu.edu/consumer-info/.

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, update registration information due to a change of name, make a change of address, or to register with a political party. The national form also contains voter registration rules and regulations for each state and territory. In order to use this form for state registration purposes, the citizen must follow the state- specific instructions listed for their state. After completing the form, it must be signed and sent to the state or local election office for processing.

For more information about registering to vote, contact a state-specific election office. To register to vote by following your state-specific instructions and using the National Mail Voter Registration form, go to https://www.eac.gov/voters/national-mail-voter-registration-form.

Consumer Information Review Process

Topic	Team Responsible	Annual Review Due Date	Remediation Due Date	Annual Notice Required?	Method of Notice
Annual Notices to Enrolled Students^	Student & Financial Services	June 30	July 31	Yes	Email
Financial Aid Info^	Student & Financial Services	June 30	July 31	Yes	Website
Institutional Info^	Academic Affairs	June 30	July 31	Yes	Website
Completion/Grad Rates^	Data Operations	July 31	August 31	Yes	Website
Annual Security Report*	Legal/Regulatory	January 31	February 28	Yes	Website
General Disclosures^	Academic Affairs	June 30	July 31	Yes	Email
State-Required Consumer Information^	Academic Affairs	June 30	July 31	No	Website
Accrediting Agency Information^	Academic Affairs	June 30	July 31	Yes	Website
Title IV Loan Counseling~	Student & Financial Services	June 30	July 31	No	Email

*Students will be notified no later than February 28 by the Legal/Regulatory team that the annual Security Report is available on the National University website, with paper copies available upon request.

^An annual notice with links to all required annual disclosures will be sent out no later than August 31 by the Student & Financial Services team.

~Counseling information will be provided to each student on a case-by-case basis.

Entrance Counseling will be communicated to new financial aid- receiving students by the Academic & Financial Advisor team, as needed, in the packaging process.

Exit Counseling will be communicated by the Processing team either during the R2T4 process if a student withdraws, or within 30 days of the student completing their degree program.

State-Required Consumer Information

State Authorization of Distance Education

National University (NU) researches and monitors state authorization requirements in each state and continues to make good faith efforts to secure the appropriate authorization and/or licensure to offer online programs in each state for student enrollment.

NU may have programs that are unauthorized in various states and is therefore unable to offer those programs to students residing in states.

States have varying rules, requirements and regulations that govern online (distance) education offered by out-of-state postsecondary intuitions. These rules require higher education institutions that offer distance education to state residents to either register, obtain licensure or certification approval, a letter of exemption, or other certification from the relevant state agencies. For states in which NU lacks a physical presence, which may be defined differently by state, the University is not required to obtain authorization. Many of these regulations also apply to field experience (e.g., internships, practicums, clinicals, etc.) in the state.

State Relocation Notice

Students who relocate while enrolled may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Prospective students should contact their Admission Advisor to discuss hot relocation could alter their eligibility, while current student should contact their Academic Advisor if they are considering relocating during their course of study.

Since the University musty be authorized/approved to offer programs in each state, there may be consequences for applicants and students who relocate to a state or country where the institution does not meet state requirements or has yet to be approved. There are also program limitations even in states where the university is authorized/approved; for states with an authorized/approved status, applicants/students may not be able to apply, continue, or change to a particular program, as not all programs may be approved by a state licensing authority. In these cases, these programs cannot be offered to students residing in that state.

Professional Licensure/Certification

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state or country. Prospective and current students should review the University's Licensure Disclosures for more information related to these programs. Individuals considering an online program that leads to a professional license/certification should be aware that requirements for professional licensure can vary drastically by state, and thee requirements can change frequently and often without notice. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements.

Students considering an online program that leads to professional license in a state are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; and students should also continually monitor changes throughout the program as licensure requirements may change over time. Many licensure boards require more than successful degree completion to obtain a license, such as completion on an examination(s), test(s), background check(s), internships/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements. National University is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location.

State-Regulated Refund Policies for Online/Distance Learning

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard refund policy is more beneficial to those students, the University will follow its standard Refund Policy. State-specific refund policies are listed below and online at https://online.flippingbook.com/view/814609/48.

Student Consumer Information

The National University Consumer information page at https://www.nu.edu/consumer-info/ provides links to a suite of important National University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This information webpage includes resources and links to academic

policies, financial aid resources, general institutional information, health, safety & security items, student services, admission expectations, and a variety of other areas. See https://www.nu.edu/consumer-info/.

National University is currently registered, licensed, authorized, have a letter of exemption or lack of physical presence in the following states:

Contact Information for State Higher Education Regulatory Agencies

Alabama Commission on Higher Education (ACHE)
100 North Union Street
Montgomery, AL 36104
Phone: 334.242.1998
Website: www.ache.edu

Alabama Community College System (ACCS)
P.O. Box 302130
Montgomery, AL 36130
Phone: 334.293.4500
Website: www.accs.edu

Alabama Student Grievance Information: https://www.accs.edu/about-accs/private-school-licensure/complaints/

Alabama Student Grievance Form: https://psl.asc.edu/External/Complaints.aspx

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Phone: 800.441.2962
Website: https://acpe.alaska.gov/

Alaska Student Grievance Information: https://acpe.alaska.gov/ConsumerProtection

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, #3008
Phoenix, AZ 85007
Phone: 602.542.5709
Website: www.azppse.gov

Arizona Disclosure: 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 Post-Secondary Education. The student must contact the State Board for further details.

Arizona Student Grievance Information: https://ppse.az.gov/resources/student-complaint

Arizona Student Grievance Form: https://ppse.az.gov/sites/default/files/2022-09/Student%20Complaint%20Form%20%281%29.pdf

Arkansas Higher Education Coordinating Board
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: 501.371.2000
Website: www.adhe.edu

Arkansas Disclosure: Arkansas Higher Education Coordinating Board Certification does not constitute endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and

regulations of institutional ad program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Arkansas Student Grievance Information: https://adhe.edu/resources/students

Arkansas Student Grievance Form: https://sbpce.wufoo.com/forms/form-8040-complaint-form/

California Bureau for Private Postsecondary Education

Mailing Address:
P.O. Box 98018
West Sacramento, CA 95798-0818
Phone: 916.431.6959
Website: www.bppe.ca.gov

Physical Address:
2535 Capital Oaks Drive, Suite 400
Sacramento, CA 95833

California Student Grievance Information: https://www.bppe.ca.gov/enforcement/complaint.shtml

California Student Grievance Form: https://www.bppe.ca.gov/forms_pubs/complaint.pdf

Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: 303.862.3001
Website: https://highered.colorado.gov

Colorado Student Grievance Information: https://highered.colorado.gov/students/how-do-i/file-a-student-complaint

Colorado Student Grievance Form: https://highered.colorado.gov/Academics/Complaints/FileComplaint.aspx

Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 510
Hartford, CT 06105-1841
Phone: 860.947.1822
Website: www.ctohe.org

Connecticut Student Grievance Information: https://portal.ct.gov/DCP/Complaint-Center/Consumers---Complaint-Center

Connecticut Student Grievance Form: https://portal.ct.gov/-/media/DCP/Complaint-Center/Complaint_Form-pdf.pdf

Delaware Department of Education
35 Commerce Way, Suite 1
Dover, DE 19904
Phone: 302.857.3313
Website: https://education.delaware.gov/

Delaware Student Grievance Form:
https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/158/PBTS%20Complaint%20Form.pdf

District of Columbia Higher Education Licensure Commission (HELC)
Office of the State Superintendent of Education
1050 First Street, NE, 5th Floor
Washington, DC 20002

Phone: 202.727.6436
Website: www.helc.osse.dc.gov

District of Columbia Disclaimer: National University has an account for student indemnification in the manner of surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

District of Columbia Student Grievance Information: https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints

District of Columbia Student Grievance Form: https://helc.osse.dc.gov/HELCAdmin/HELCAdmin/media/0kmobb5o/helc-complaint-form-english.docx

Florida Department of Education
Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: 850.245.3212
Website: www.fldoe.org

Florida Student Grievance Information: https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.stml

Florida Student Grievance Form: https://web01.fldoe.org/IGComplaintSSO/ComplaintForm.aspx

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Place, Suite 220
Tucker, GA 30084-4113
Phone: 770.414.3300
Website: https://gnpec.georgia.gov/

Georgia Student Grievance Information: https://gnpec.georgia.gov/student-resources/complaints-against-institution

Georgia Student Grievance Form: https://gnpec.georgia.gov/complaint-forms

Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs
335 Merchant Street, Rm. 310
Honolulu, Hawaii 96813
Phone: 808.586.7327
Website: www.cca.hawaii.gov/

Hawaii Student Grievance Information: https://cca.hawaii.gov/hpeap/student-complaint-process/

Hawaii Student Grievance Form: https://cca.hawaii.gov/hpeap/files/2013/08/Student-Complaint-Form.pdf

Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83720-0037
Phone: 208.334.2270
Website: www.boardofed.idaho.gov

Idaho Student Grievance Information: https://boardofed.idaho.gov/higher-education-private/proprietary-schools-non-degree-granting/student-complaint-procedures/

Idaho Student Grievance Form: https://boardofed.idaho.gov/wp-content/uploads/2020/07/Student-Complaint-Form-7-2020.docx

Illinois Board of Higher Education
1 North Old State Capital Plaza, Suite 333
Springfield, IL 62701-1377
Phone: 217.782.2551
Website: www.ibhe.org

Illinois Student Grievance Information: https://complaints.ibhe.org/

Illinois Student Grievance Form: https://complaints.ibhe.org/register.aspx

Indiana Commission on Higher Education
101 W. Washington Street, Suite 300
Indianapolis, IN 46204-4206
Phone: 317.464.4400
Website: www.in.gov/che

Indiana Student Grievance Information: https://www.in.gov/che/student-complaints/

Indiana Student Grievance Form: https://www.in.gov/che/files/161116_ICHE_StudentComplaintForm.pdf

Iowa College Student Aid Commission
475 SW 5th Street, Suite D
Des Moines, IA 50319
Phone: 877.272.4456 option 4
Website: https://iowacollegeaid.gov/

Iowa Student Grievance Information: https://iowacollegeaid.gov/StudentComplaintForm

Iowa Student Grievance Form: https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV_9Br0hqNMto1FItT

Kansas Board of Regents
1000 S.W. Jackson Street, Suite 520
Topeka, KS 66612-1368
Phone: 785.430.4240
Website: www.kansasregents.org

Kansas Disclosure: National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents.

Kansas Disclosure: The University catalog outlines the process for filing and resolution of student complaints. If the student grievance cannot be resolved after exhausting the University's grievance procedure, Kansas residents may file a complaint with the Kansas Board of Regents. The Board's address is 1000 S.W. Jackson, Ste. 520, Topeka, KS 66612

Kansas Student Grievance Information:
https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

Kentucky Council on Postsecondary Education
100 Airport Road, Third Floor
Frankfort, KY 40601
Phone: 502.573.1555
Website: www.cpe.ky.gov

Kentucky Student Grievance Information: http://cpe.ky.gov/campuses/consumer_complaint.html

Kentucky Student Grievance Form: http://cpe.ky.gov/campuses/complaintform

Louisiana Board of Regents
Mailing Address:
P.O. Box 3677
Baton Rouge, LA 70821-2677

Physical Address:
1201 N 3rd Street, Suite 6
Baton Rouge, LA 70802
Phone: 225.342.4253
Website: www.regents.la.gov

Louisiana Disclosure: National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credits, nor signify that programs are certifiable by any professional agency or organization.

Louisiana Student Grievance Information: https://www.laregents.edu/regents-resources/#studentparent

Maine Department of Education
23 State House Station
Augusta, ME 04333
Phone: 207.624.6616
Website: www.maine.gov/doe/home

Maine Student Grievance Form: https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/sara-complaint-form.pdf

Maryland Higher Education Commission (MHEC)
6 N. Liberty St., 10th Floor
Baltimore MD 21201
Phone: 410.767.3301
Website: www.mhec.state.md.us

Maryland Disclosure: National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General.

Maryland Student Grievance Information: https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx

Maryland Student Grievance Form:
https://mhec.maryland.gov/institutions_training/Documents/PCS%20Student%20Complaint_20220103.pdf

Maryland Office of the Attorney General Student Grievance Information:
https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx

Maryland Refund Policy:

Students enrolled in online programs who reside in Maryland will receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the code of Maryland Regulations)

1. Except as provided by §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
2. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.
3. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws, or is terminated after completing only a portion of a course/class:

Proportional Total Course, Program, or Term Completed as of Date of Withdrawal or Termination

Tuition Refund

Less than 10%.....90% refund

10% up to but not including 20%.....80% refund

20% up to but not including 30%.....60% refund

30% up to but not including 40%.....40% refund

40% up to but not including 60%.....20% refund

More than 60%.....No refund

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

4. This refund policy is disclosed and acknowledged by students upon enrollment, and documentation verifying student refunds in accordance with this policy is maintained.

Massachusetts Department of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
Phone: 617.994.6950
Website: https://www.mass.edu/home.asp

Massachusetts Student Grievance Form: https://www.mass.edu/forstufam/complaints/complaintform.asp

Michigan Department of Licensing and Regulatory Affairs
611 W. Ottawa
P.O. Box 30726
Lansing, MI 48907
Phone: 517.355.9700
Website: www.michigan.gov/lara

Michigan Student Grievance Information: https://www.michigan.gov/lara/bureau-list/cscl/complaints

Michigan Student Grievance Form: https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-(34).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Phone: 651.642.0567
Website: www.ohe.state.mn.us

Minnesota Disclosure: National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions.

Minnesota Disclosure: Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should made note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota.

Minnesota Disclosure: ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete the other English or Communications classes to satisfy the Minnesota Degree Standards.

Minnesota Student Grievance Information: https://www.ohe.state.mn.us/mPg.cfm?pageID=1078

Minnesota Student Grievance Form: https://www.ohe.state.mn.us/pdf/ComplaintForm.pdf

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
Phone: 601.432.6372
Website: http://www.mississippi.edu/

Mississippi Student Grievance Information: http://www.mississippi.edu/mcca/student_complaint_process.asp

Mississippi Student Grievance Form: http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf

Missouri Department of Higher Education & Workforce Development
P.O. Box 1469
Jefferson City, MO 65101
Phone: 573.751.2361
Website: http://www.dhewd.mo.gov/

Missouri Student Grievance Information: https://ago.mo.gov/civil-division/consumer/consumer-complaints

Missouri Student Grievance Form: https://ago.mo.gov/app/consumercomplaint

Montana Board of Regents
2500 Broadway Street
P.O. Box 203201
Helena, MT 59620-3201
Phone: 406.444.6570
Website: http://www.mus.edu/board

Montana Student Grievance Information: https://mus.edu/MUS-Statement-of-Complaint-Process.html

Montana Student Grievance Form: https://dojmt.gov/consumer/consumer-complaints/

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 9500
Lincoln, NE 68509-5005
Phone: 402.471.2847
Website: http://www.ccpe.nebraska.gov/

Nebraska Student Grievance Information: https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions

Nebraska Student Grievance Form: https://www.education.ne.gov/wp-content/uploads/2017/07/PPCS_Complaint-form.pdf

Nevada Commission on Postsecondary Education Commission
2800 E. St. Louis
Las Vegas, NV 89104
Phone: 702.486.7330
Website: http://www.cpe.nv.gov

Nevada Disclosure: National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

Nevada Student Grievance Information: https://cpe.nv.gov/Students/Students_Home/

Nevada Student Grievance Form:
https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf

New Hampshire Department of Education
25 Hall Street
Concord, NH 03301-3860
Phone: 603.271.3494
Website: https://www.education.nh.gov/who-we-are/higher-education-commission

New Hampshire Student Grievance Form: https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx

New Jersey Commission on Higher Education
20 W. State Street
P.O. Box 542
Trenton, NJ 08625
Phone: 609.292.7225
Website: https://www.state.nj.us/highereducation/

New Jersey Student Grievance Information: https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml

New Jersey Student Grievance Form: https://www.state.nj.us/highereducation/documents/pdf/OSHEComplaintForm.pdf

New Mexico Higher Education Department
2044 Galisteo Street, # 4
Santa Fe, NM 87505
Phone: 505.476.8400
Website: https://hed.nm.gov/

New Mexico Disclosure: If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, New Mexico residents may file a complaint with the New Mexico Higher Education Department. The Department's address is: 2048 Galisteo Street, Santa Fe, NM 87505-2100, Telephone: (505) 476-8400

New Mexico Student Grievance Information: https://ppsd.smapply.io/

New Mexico Student Grievance Form:
https://ppsd.smapply.io/protected/resource/eyJoZnJlIjogOTg0NzgxODUsICJ2cSI6IDE2ODUxMH0/

New York Office of College and University Evaluation
89 Washing Avenue
Albany, NY 12234
Phone: 518.486.3633
Website: http://www.nysed.gov/college-university-evaluation

New York Student Grievance Information: http://www.nysed.gov/college-university-evaluation/complaints

The University of North Carolina System Board of Governors
223 S. West Street, Suite 1800
Raleigh, NC 27603
Phone: 919.962.4558
Website: http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department

North Carolina Student Grievance Information: https://www.northcarolina.edu/post-secondary-education-complaints/

North Carolina Student Grievance Form: https://studentcomplaints.northcarolina.edu/form

North Dakota University System
10th Floor, State Capitol
600 E. Boulevard Ave. Dept. 215
Bismarck, ND 58505-0230
Phone: 701.328.2960
Website: http://www.ndus.edu

North Dakota Student Grievance Information: https://ndus.edu/state-authorization-sara/

Ohio Board of Regent
25 South Front Street
Columbus, OH 43215
Phone: 614.466.6000
Website: http://www.ohiohighered.org

Ohio Student Grievance Information: https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints

Ohio Student Grievance Form: https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: 405.225.9100
Website: http://www.okhighered.org

Oklahoma Student Grievance Form: https://www.okhighered.org/resources/Student-Complaint-Form/

Oregon Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302
Phone: 503.373.0003
Website: http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx

Oregon Disclosure: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to complaints@hecc.oregon.gov .

Oregon Student Grievance Information: https://www.oregon.gov/highered/about/Pages/complaints.aspx

Oregon Refund Policy: Courses dropped before the 10th day of the courses will be fully refunded. Online students located in Oregon who withdraw from a course are eligible for a 50% partial refund through the middle week of the course term. Refunds are based on unused instructional time and are prorated on a weekly basis.

Pennsylvania Department of Higher Education
333 Market Street
Harrisburg, PA 17126
Phone: 717.783.6788
Website: http://www.education.pa.gov/Pages/default.aspx

Pennsylvania Student Grievance Information: https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx

Pennsylvania Student Grievance Form: https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf

Puerto Rico State Higher Education Agency
Council on Education of Puerto Rico
P.O. Box 19900
Ave. Ponce de Leon 268
Edificio Hato Rey Center Piso 15
Hato Rey, PR 00918
Phone: 787.641.2121
Website: http://www.ce.pr.gov

Puerto Rico Student Grievance Information: https://studentprivacy.ed.gov/file-a-complaint

Rhode Island Board of Governors for Higher Education
560 Jefferson Boulevard, Suite 100
Warwick, RI 02886
Phone: 401.736.1100
Website: https://www.riopc.edu/

Rhode Island Student Grievance Information: https://riopc.edu/policies/student-complaint-procedures/

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Phone: 803.737.3476
Website: http://www.che.sc.gov

South Carolina Student Grievance Information: https://www.che.sc.gov/students-families-and-military/student-resources

South Carolina Student Grievance Form:
https://www.che.sc.gov/sites/che/files/Documents/Licensing%20updates/Complaint_Procedures_and_Form.pdf

South Dakota Board of Regents
306 E. Capitol Avenue, Suite 200
Pierre, SD 57501
Phone: 605.773.3455
Website: https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx

South Dakota Student Grievance Information: https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx

South Dakota Student Grievance Form: https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Documents/Complaint%20Form%20-%20SD-SARA.pdf

Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243
Phone: 615.741.5293
Website: http://www.tn.gov/thec.html

Tennessee Disclosure: Any authorizations must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, heath and safety, and fiscal responsibility.

Tennessee Residents: Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, (615)741-5293

Tennessee Student Grievance Information: https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html

Tennessee Student Grievance Form: https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/links-and-forms/Complaint%20Form.pdf

Texas Higher Education Coordinating Board
Mailing Address:
P.O. Box 12788
Austin TX 78711
Phone: 512.427.6223
Website: https://www.highered.texas.gov/

Delivery Address:
1801 N. Congress Avenue, Suite 12.200
Austin TX 78711

Texas Disclosure: National University has permission to operate in the state of Texas and has been regionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas.

Texas Student Grievance Information: https://www.highered.texas.gov/student-complaints/

Texas Student Grievance Form: https://www.txhigheredaccountability.org/CfratInquiry/Home/Create

Texas Workforce Commission Career Schools and Colleges
101 East 15th Street
Austin, TX 78778-001
Phone: 512.463.2222
Website: www.twc.texas.gov

Texas Disclosure: Exemption status means National University is not approved or regulated by the Texas Workforce Commission. This means the Texas Workforce Commission has not approved the curriculum, classrooms, teachers, or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation, or licensure of any courses under Texas law.

Texas Workforce Commission Student Grievance Form: https://www.twc.texas.gov/files/jobseekers/csc-401a-student-complaint-form-twc.pdf

Utah Division of Consumer Protection
160 East 300 South, Second Floor
Salt Lake City, UT 84114
Phone: 801.530.6601
Website: http://www.consumerprotection.utah.gov

Utah Student Grievance Information: http://www.consumerprotection.utah.gov/complaints.html?f=c

Vermont Agency of Education
Secretary Daniel M. French
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501
Phone: 802.828.1130

Vermont Student Grievance Information: https://education.vermont.gov/documents/postsecondary-program-complaint-resolution

Virginia State Council of Higher Education for Virginia
101 N. 14th St., 10th Floor
James Monroe Building
Richmond, VA 23219-3659
Phone: 804.225.2600
Website: http://www.schev.edu

Virginia Student Grievance Information: https://www.schev.edu/students/resources/student-complaints

Virginia Student Grievance Form: https://www.surveymonkey.com/r/StudentComplaintForm

Virginia Refund Policy: Students are accepted and registered for classes with the understanding that they will attend the entire course. Faculty contracts, the commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. National University's refund policy reflects this position. Students may withdraw themselves from class prior to midnight on the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu or Student Concierge Services at scs@nu.edu. To accurately count session days, note that the first day of a session – not the actual day a student attends class – counts as day one of that session. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to withdraw prior to midnight of the following Tuesday, the ninth day of that session.

If a student does not complete a course, a tuition refund is made according to the following schedule, which is based upon a 28-day month.

- Students who withdraw form a course prior to midnight of the:
- Ninth (9th) day of the session will receive a 100% refund.
- Fourteenth (14th) day of the session will receive a 50% refund.
- Twenty-first (21st) day of the session will receive a 25% refund.

Students who withdraw from a course after midnight of the twenty-first (21st) day of the session will not receive a refund.

Students must have a credit balance in their account to receive a refund. Refunds, depending on the verification of funds, are processed and mailed within fifteen (15) days from the later of:

1. The date from when a student cancelled enrollment
2. The date from when the institution terminates a student's enrollment
3. The last day of an authorized leave of absence (if the student fails to return after this period)
4. The last day of attendance of a student

All refunds are mailed to the student's home address. Students must make sure that the address on file is correct.

Washington Student Achievement Council
917 Lakeridge Way, SW
Olympia, WA 98504-3430
Phone: 360.753.7800
Website: www.wsac.wa.gov

Washington Disclosure: "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any

person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree authorization@wsac.wa.gov."

Washington Disclosure: "The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credited earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned".

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

Washington Student Grievance Information: https://wsac.wa.gov/student-complaints

Washington Student Grievance Form: https://www.studentcomplaints.wa.gov/hc/en-us

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301-2800
Phone: 304.558.2101
Website: http://www.wvhepc.edu

West Virginia Student Grievance Form: https://www.wvhepc.edu/wp-content/uploads/2021/10/Student-Complaint-Process.pdf

Wisconsin Educational Approval Board
Mailing Address:
P.O. Box 8696
4822 Madison Yards Way
Madison, WI 53705-8366
Website: www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx

Wisconsin Disclosure: Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topic pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than $150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

Wisconsin Student Grievance Information:
https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx

Wisconsin Student Grievance Form: https://dsps.wi.gov/Documents/EAComplaintForm3.01.doc

Wisconsin Refund Policy: A student who withdraws or is dismissed after the cancellation period has passed, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitles to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of $ 100.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest 10 percent. Pro rate

refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

2. All efforts will be made to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new student, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or $400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
Phone: 307.777.7690
Website: http://www.edu.wyoming.gov

Wyoming Student Grievance Form: https://form.jotform.com/212505034743043

Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC):

Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at wascsr@wascsenior.org. Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the WASC Document List.

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510.748.9001
Email: wascsr@wascsenior.org

Complaints

Each institution of higher education is required to provide all prospective and current students with the contact information for the state agency, or agencies that handle complaints against postsecondary education institutions offering online (distance) learning within that state.

If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity. Please contact our Student Concierge Service at 1-866-NU-ACCESS (1-866-682-2237) or email scs@nu.edu with any concerns or questions. Should a student wish to file a complaint in their home state, they should select the state contact per above.

Accrediting Agency Consumer Information

National University (NU) shares with students that accreditation is a process of institutional peer review performed by objective, not-for-profit external agencies and that the goal of accreditation is to ensure institutions of higher education meet acceptable levels of quality. These agencies evaluate colleges, universities and educational programs for continuous quality. In other words, accreditation is a higher education seal of approval for schools, employers, and most importantly, for students. Students who earn

a degree at a regionally accredited institution can be confident that the quality of education, and commitment of an institution to maintain and improve quality, meets the standards of the accrediting body.

Since 1977, NU has been accredited by the WASC Senior College and University Commission (WSCUC). The commission accredits institutions rather than individual programs. Therefore, in addition to assessing the academic quality and educational effectiveness of institutions, the Commission emphasizes institutional structures, processes, and resources. The accreditation process is aimed at:

- Assuring the Community of Quality
- Developing and Applying Standards
- Promoting a Culture of Evidence
- Promoting Engagement
- Developing Adaptive Systems
- Promoting the Exchange of Ideas

Title IV Loan Counseling

National University (NU) ensures all undergraduate student loan borrowers who have not received a prior FSA loan disbursement and all graduate PLUS loan borrowers who have not received a prior FSA graduate PLUS loan disbursement receives entrance counseling prior to their first disbursement.

Entrance Counseling

National University (NU) identifies first-time borrowers and notifies those students via email regarding the entrance counseling requirements and directs them to the Department of Education's online tool at www.studentaid.gov. NU will not disburse FSA loan funds prior to verifying the student's entrance counseling is complete.

Exit Counseling

National University (NU) identifies students who have withdrawn, enrolled and failed to return, or graduated from their program of student and notifies those students, via email within 30 days after they complete their program or the date they were determined to have left their program, regarding the exit counseling requirement and directs them to the Department of Education's online tool at www.studentaid.gov.

School of Business and Economics

Department of Finance, Economics, Marketing, & Accounting

Bachelor of Business Administration, BBA

Description of Program

The Bachelor of Business Administration (BBA) program provides a broad academic degree based on significant undergraduate-level exploration into the skills and knowledge you will need for analyzing problems and devising solutions. You will learn about sustainable business management, ethical leadership, operating in diverse cultures and markets and the impact of evolving technology and innovation. This program will prepare you to move directly into select Masters-level programs of study or for employment in fields supported by specialization courses.

Click here for potential career opportunities within the BBA.

Learning Outcomes

- Analyze the impact of technology on current and future business operations
- Demonstrate effective oral and written business communications
- Apply key business concepts to decision-making in diverse business environments
- Relate ethical leadership principles to sustainable and socially responsible business practices in global environments
- Explore problem-solving processes to enhance key business strategies

Basis for Admissions

As of 3/1/2023 the Basis for Admissions Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

Admission to a Bachelor's degree program requires one of the following documents:

Documentation	
Official transcripts from a regionally or nationally accredited high school, high school level proficiency test, or have documented home school completion.	N/A
Unofficial Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.	If an unofficial is unable to be verified through NSC, an official Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution is required. Students that hold an non AA or AS degree will need to be evaluated in order to be approved.
A signed attestation of associate degree conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)*	N/A

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

Note: All undergraduate degree-seeking students must meet the General Education Requirements of 48 semester credits.

Note: To be considered for transfer credit, the courses must be completed at the associate and bachelor degree levels; remedial and developmental courses cannot be accepted as transfer credit. Courses must also be completed at a regionally or nationally accredited academic institution. For more information on transfer credit, please visit the Transfer Credit Policy.

Degree Requirements

The Bachelor of Business Administration degree requires 120 semester credit hours.

- 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 must be met before the student will be issued their complimentary diploma

- Official documents must be on file demonstrating all requirements of basis for admissions have been met

The University may accept a maximum of 90 semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited or approved college or university with a grade of "C-" or better.

Credit Hour Requirements

The Bachelors of Business Administration requires 120 semester credit hours for graduation which must be aligned with the following credit hour categories;

48 – Credit Hours from the General Education Courses

12 – Credit Hours of Business Foundations Courses

33 – Credit Hours of Core Courses

12 – Credit Hours of FastForward Courses or Specialization Courses

12 – Credit Hours of upper Bachelor's Electives Courses

3 – Credit Hours for Business Capstone Course

Total - 120 Credit Hours

Note: Students are required to satisfy the General Education requirements and the Business Foundation requirements before they may begin on the Bachelor of Business Administration Core courses.

Time to Completion

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

Estimated time to completion for this program is 74 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program may be able to finish in as little as 31 months if transferring in 60 credits, and finish in as little as 49 months if transferring in 24 credits.

Course Sequence

- General Education Courses as needed
- Business Foundation Course 1
- Business Foundation Course 2
- Business Foundation Course 3
- Business Foundation Course 4
- BTM-3000 - Overview of Technology in Business
- BBA-3000 - Introduction to Business Law and the Regulatory Environment
- HRM-3000 - Introduction to Human Resource Management
- MGT-3000 - Leading and Managing People
- MGT-3010 - Ethical Decision-making
- MTH-3000 - Statistical Analysis for Business

- MKT-3000 - Introduction to Marketing
- Elective Course 1
- Elective Course 2
- ACC-3005 - Managerial Accounting
- FIN-4010 - Finance and Banking
- ECO-4110 - Business and the Global Economy
- Elective Course 3
- Elective Course 4
- FastForward/Specialization Course 1
- FastForward/Specialization Course 2
- FastForward/Specialization Course 3
- FastForward/Specialization Course 4
- MGT-4210 - Sustainable Operations Management
- BBA-4950 - Business Administration Capstone

General Education Requirement - 48 Credit Hours

The General Education sequence is comprised of 48 semester credit hours (16 courses) aligned with five general education areas of study. Students may fulfill the required 48 credit hours by either; transferring course credits from other accredited institutions, submitting evidence of ACE approved comparable coursework or by completing General Education courses.

The General Education requirements and available courses are listed on the following page:

The General Education requirements and available courses are listed on the following page:

General Education Requirements

As of July 6, 2020, the University requires students enrolled in its Bachelor degree programs to complete 48 semester credit hours of General Education Courses plus an additional 12 semester credit hours of either General Education Elective Courses (2000-level) or foundation courses based on program requirements.

Students must complete the 60 semester credits prior to beginning their studies in the program Core curriculum.

The table below outlines the required credits by subject:

Communication Arts	3
Mathematics	6
Science & Technology	3
Natural Science	3
Arts & Humanities	9
Social Sciences	6
English & Language Arts	6
Interdisciplinary Studies	12

General Education Electives/ Business Foundation Courses	12
Total General Education and Foundation Credits	**60**

General Education Courses

Communications (3 credit hours required)

- COM-1010 - Workplace Communication - 3 Credit Hours
- COM-2010 - Public Speaking - 3 Credit Hours
- COM-2020 - Conflict Management - 3 Credit Hours

Mathematics (6 credit hours required)

- MTH-1010 - Math Essentials - 3 Credit Hours
- MTH-2010 - Data in Context - 3 Credit Hours

Science & Technology (3 credit hours required)

- ITL-1010 - Information Literacy - 3 Credit Hours

Natural Science (3 credit hours required)

- BIO-1010 - Life Sciences - 3 Credit Hours
- SCI-2010 - Introductory Ecology - 3 Credit Hours
- SCI-2020 - Exploring Sustainability - 3 Credit Hours

Arts & Humanities (9 credit hours required)

- HUM-1010 - Human Diversity Through Art - 3 Credit Hours
- HUM-2010 - Philosophy - 3 Credit Hours
- HUM-2020 - Computational and Critical Thinking - 3 Credit Hours
- HUM-3010 - Applied Ethics - 3 Credit Hours

Social Sciences (6 credit hours required)

- PSY-2001 - Introductory Psychology - 3 Credit Hours
- SCI-1010 - Health and Well Being - 3 Credit Hours
- HIS-1010 - United States History - 3 Credit Hours
- SOC-2010 - Introduction to Sociology - 3 Credit Hours
- ECO-2020 - Interdependent Economies - 3 Credit Hours
- PSY-2010 - Human Lifespan Development - 3 Credit Hours
- SOC-3010 - Global Civics - 3 Credit Hours
- SOC-3020 - Social Justice - 3 Credit Hours

English & Language Arts (6 credit hours required)

- ENG-1010 - Introduction to Reading and Writing - 3 Credit Hours

- ENG-2010 - Research and Writing - 3 Credit Hours
- ENG-3010 - Professional and Technical Writing - 3 Credit Hours
- ENG-3020 - Creative Writing and Literature - 3 Credit Hours

Interdisciplinary Studies (12 credit hours required)

- Additional courses from the above categories

Total Required General Education: 48 Credit Hours

Business Foundation Requirement - 12 Credit Hours

Prior to beginning the BBA Core courses students must have successfully completed the following four Foundations courses.

- BBA-2001 - Introduction to Business Administration
- ACC-2001 - Introduction to Financial Accounting
- ECO-2010 - Introduction to Microeconomics
- ECO-2015 - Introduction to Macroeconomics

Business Core Requirement - 33 Credit Hours

- BTM-3000 - Overview of Technology in Business
- BBA-3000 - Introduction to Business Law and the Regulatory Environment
- HRM-3000 - Introduction to Human Resource Management
- MGT-3000 - Leading and Managing People
- MGT-3010 - Ethical Decision-making
- MTH-3000 - Statistical Analysis for Business *
- MKT-3000 - Introduction to Marketing
- ACC-3005 - Managerial Accounting **
- FIN-4010 - Finance and Banking
- ECO-4110 - Business and the Global Economy ***
- MGT-4210 - Sustainable Operations Management

Note
* Student must complete, or have transfer credit for, MTH-2010 - Data in Context prior to taking MTH-3000.
** Student must complete, or have transfer credit for, ACC-2001 - Introduction to Financial Accounting prior to taking ACC-3005.
*** Students must complete, or have transfer credit for, ECO-2010 - Introduction to Microeconomics and ECO-2015 - Introduction to Macroeconomics prior to taking ECO-4110.

Undergraduate Elective Requirement - 12 Credit Hours

Students may select any undergraduate course to fulfill this requirement, other than those stipulated in a specialization program of study. Your Academic and Finance Advisor can assist you in choosing courses applicable to your career goals.

Open Electives selected on the student's initial degree plan can be changed with a request to an Academic and Finance Advisor.

FastForward Track

The BBA degree is primarily designed as a FastForward Track to the Master of Business Administration, Master of Science in Organizational Leadership, Master of Science in Information Technology or Masters in Health Services Administration if students decide to pursue a graduate degree.

Students who do not want to enter into a FastForward program have the option to select the General Business specialization.

Note: Graduate-level coursework completed in the BBA program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Master's degree program.

Note: Enrollment in the BBA does not guarantee admission into a graduate program. Students must meet required Basis for Admissions (BFA) requirements as outlined in the University Catalog for specific master's degree programs.

Business Capstone Requirement - 3 Credit Hours

BBA-4950 is the last course students take within the BBA

- BBA-4950 - Business Administration Capstone

Business Leadership Specialization

The Bachelors in Business Leadership degree specialization focuses leadership theories and practices, leadership and organization strategy, dealing with crises and how to communicate, leading people, processes, and organizational health and managerial decision-making.

Specialization Courses – 12 credit hours

- MSOL-5000 - Leadership Development and Practice
- MSOL-5103 - People, Processes, and Organizational Health
- MSOL-5104 - Leadership: Change, Crises, and Communication
- MSOL-5105 - Leadership and Organization Strategy

Note

Courses taken to satisfy the core course requirements may not be counted toward these specializations.

Business Management Specialization

The Bachelors in Business Management degree specialization focuses on what business managers will face and need to know in the 21st century, how to manage a business by properly managing people and teams, and how to manage the day-to-day and long-term operations of a business.

Specialization Courses – 12 credit hours

- MBA-5102 - Changing Times - Business in the 21st Century
- MBA-5110 - Managing People and Teams
- MBA-5121 - Managerial Decision-Making
- MBA-5140 - Operations Management

General Business Specialization

The Bachelors in Business Administration - General Business specialization provides students the ability to complete 24 credit hours of non-core semester credits with a mixture of upper-level and lower-level business courses. Students will need to seek prior approval from the Dean of the School of Business and Economics to use non-business courses or graduate-level courses.

Specialization Courses – 12 credit hours

- BBA-4001 - Small Business Management
- BBA-4009 - Administrative Office Management
- BBA-4007 - Retail Management
- BBA-4005 - Career Management and Personal Marketing

Note

Recommended courses for the general business specialization are listed above. Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. However, students are encouraged to choose their elective courses based on personal and professional goals, and to work with their Academic and Finance Advisor to revise their degree plan.

Health Services Specialization

The Health Services Administration specialization was designed to prepare individuals who have certified in an allied health field who want to further their career in occupations related to health administration or earn the bachelor degree credential. This specialization will prepare you to move directly into the Master of Health Administration (MHA) program.

Course Sequence

- General Education Courses as needed
- Business Foundation Course 1
- Business Foundation Course 2
- Business Foundation Course 3
- Business Foundation Course 4
- HSA-3000 - Management Principles in Health Administration
- BTM-3000 - Overview of Technology in Business
- HSA-3010 - Healthcare Delivery Systems
- HRM-3000 - Introduction to Human Resource Management
- MGT-3000 - Leading and Managing People
- HSA-3020 - Introduction to Healthcare Law
- MTH-3000 - Statistical Analysis for Business
- MKT-3000 - Introduction to Marketing
- HSA-3030 - Ethical Issues in Healthcare
- HSA-4005 - Interprofessional Practice in Healthcare
- ACC-3005 - Managerial Accounting
- FIN-4010 - Finance and Banking
- ECO-4110 - Business and the Global Economy
- Elective Course 4
- FastForward/Specialization Course 1
- FastForward/Specialization Course 2
- FastForward/Specialization Course 3
- FastForward/Specialization Course 4
- MGT-4210 - Sustainable Operations Management
- BBA-4950 - Business Administration Capstone

Specialization Courses – 12 credit hours

- MHA-5000 - Introduction to Healthcare Management
- MHA-5010 - Health Law and Ethics
- MHA-5002 - Health Management Leadership Seminar

- MHA-5005 - Healthcare Quality Management

Human Resources Management Specialization

The Bachelors in Human Resources Management degree specialization focuses on the management and development of the organization's most valuable resource - it's people. The degree specialization addresses a range of strategic human resource areas including; recruiting, employee relations, retention, and advancement planning.

Specialization Courses – 12 credit hours

- HRM-5000 - Human Resource Management in the 21st Century
- HRM-5001 - Recruitment and Human Resources Information Systems
- HRM-5002 - Compensation Issues in Human Resources Management
- HRM-5003 - Labor Relations

Technology Management Specialization

The Bachelors in Technology Management degree specialization allows students to study cutting-edge technologies and put those technologies to work in their organizations. Students may select any electives they wish from those listed, but if a specific master's degree is desired, students should contact their advisors to select electives that will work with the desired master's program.

Specialization Courses – 12 credit hours

- TIM-5002 - Principles of Information Technology for IT Managers
- TIM-5100 - Management and Governance in Technology
- TIM-5110 - Finance and Planning in Technology
- TIM-5120 - Technical Communication

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Business specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

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

Basis for Admissions

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

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to the University's Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program. Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version. Applying Post-Baccalaureate Certificate coursework towards a master's degree may only occur once during a student's tenure. Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

General Business Specialization

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

Students must complete a minimum of 12 credit hours for the Post-Baccalaureate Certificate in General Business. Students must take at least two business courses from any of the business focused courses offered in the MBA program and may take an additional course from a Post-Baccalaureate Certificate offered in other fields (Psychology, Technology and/or Education) to fulfill their General Business certificate requirement.

Recommended Courses - 12 credit hours

- FIN-5012 - Corporate Finance
- HRM-5008 - Legal Issues in Human Resources Management
- GBM-5001 - Global Leadership and Change
- ENT-5000 - Innovation - The Entrepreneur and Intrapreneur

Master of Accounting, MACC

Description of Program

The mission of the Master of Accounting (MACC) program is to prepare students for global accounting careers in public and private organizations through learning experiences that are focused on current, industry-relevant topics.

Click here for potential career opportunities within the Master of Accounting.

Learning Outcomes

- Apply knowledge of accounting, auditing, and tax concepts in business situation
- Evaluate the ethical and legal compliance of accounting practices within an organization
- Explain accounting operations for both domestic and international organizations
- Formulate accounting solutions using professional judgment and industry best practices
- Explain accounting solutions to internal and external stakeholders

Basis for Admissions

Admission to the Master of Accounting program requires a conferred bachelor's, master's, or doctoral degree from a regionally or nationally accredited academic institution. In addition to these general requirements, MACC applicants have two options for entering the program:

1. Direct Entry - Individuals with a previously completed bachelor's, master's, or doctoral degree in business, have had a financial accounting course, and a managerial accounting course from a regionally or nationally accredited academic institution may immediately begin the MACC program.
2. Evaluation Track - Individuals who do not meet direct entry requirements will begin with SKS-5001 - Comprehensive Strategic Knowledge Studies for those without a business degree, and upon successful completion of SKS-5001 will then take MSA-5001 - Financial Accounting if they have not had a financial accounting course, and MSA-5002 - Managerial Accounting if they have not had a managerial accounting course, and then the remaining courses in their degree plan.

Students who feel they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score a 70 or better on the exam and can be taken no later than two weeks prior to the start date of SKS-5001. Students should contact their student academic and finance advisor to discuss additional information regarding this option.

Degree Requirements

The Master of Accounting requires 30-39 credit hours for degree completion consisting of 10 graduate accounting courses for those meeting the direct entry requirements and up to an additional 9 credit hours of 3 courses for those without a business degree, and the two required undergraduate accounting courses under the evaluation track.

Switching programs after completing coursework may result in re-evaluation, financial aid implications, loss of credit hours, and/or the need to take additional credit hours. Academic and Finance Advisors can assist with any student questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Accounting for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 21 months.

Course Sequence

The Master of Accounting program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track requirements. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The Master of Accounting (MACC) program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

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

- SKS-5001 - Comprehensive Strategic Knowledge Studies (Leveling course for students without a business degree)
- MSA-5001 - Financial Accounting (Leveling course for students without a financial accounting background)
- MSA-5002 - Managerial Accounting (Leveling course for students without a managerial background)
- MSA-5005 - Computerized Accounting
- MSA-5010 - Intermediate Financial Accounting
- MSA-5015 - Auditing I
- MSA-5020 - Advanced Government Accounting
- MSA-5031 - Federal Taxation
- MSA-5035 - Advanced Cost Systems
- MSA-5040 - Advanced Financial Management
- MSA-5050 - Auditing and Compliance Management
- MSA-5060 - Legal Aspects of Accounting and Taxation
- MSA-5070 - Managing the Business Environment

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

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

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Business program, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses with the exception of the School of Business and Economics doctoral level elective course). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

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

Basis for Admissions

Admission to the Post-Master's Certificate program requires a completed master's level or higher degree from a regionally or nationally accredited institution or university.

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a University master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to the University's Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 14 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 10 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program.

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Post-Master's Certificate - Advanced Accounting

This Post-Master's Certificate prepares students for careers in auditing, corporate accounting, and accounting positions in business, government, and nonprofit organizations. Students will develop knowledge to pursue advanced positions in management, such as chief financial officer or controller, going beyond preparation of financial statements to calculate and analyze strategic business decisions.

Required Courses - 18 credit hours

- ACC-7000 - Advanced Managerial Accounting
- ACC-7010 - Advanced Accounting and Fraud Examination Techniques
- ACC-7015 - Advanced Forensic Accounting Theory and Practice
- ACC-7030 - Advanced Auditing Methods and Practice
- ACC-7035 - Advanced Accounting Theory and Policy
- School of Business and Economics Doctoral Level Elective

Doctoral Level Elective

The Post-Master's Certificate allows students to select one course from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 3 credit hours at the doctoral level (7000 or 8000) offered from the School of Business and Economics.

Financial Management Specialization

This Post-Master's Certificate specialization explores the analysis of relevant financial and non-financial organizations. Topics covered include investment management, management of financial institutions, assessment of financial statements, and international financial issues. Administrators, managers and accountants who want to develop financial management skills will benefit from this Post-Master's Certificate.

Required Courses – 18 credit hours

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions
- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7018 - Accounting and Control for Nonprofit Organizations
- School of Business and Economics Doctoral Level Elective

Doctoral Level Elective

The Post-Master's Certificate allows students to select one course from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 3 credit hours at the doctoral level (7000 or 8000) offered from the School of Business and Economics.

General Business Specialization

The General Business Post-Master's Certificate program allows students to select courses from a broad range of electives to fit their personal and professional goals.
Students must complete a minimum of 18 credit hours for the Post-Master's Certificate in General Business.

Students must take at least four doctoral level business content courses and may take up to two courses from a Post-Master's Certificate offered in other fields to fulfill their General Business certificate requirements.

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

Recommended Certificate Courses - 18 credit hours

- FIN-7012 - Corporate Finance
- HRM-7004 - Supervising in the 21st Century
- GBM-7001 - Global Business Environment
- GBM-7003 - Global Business Management
- GBM-7005 - Advanced Topics in Global Organizational Behavior
- School of Business and Economics Doctoral Level Elective

Note

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their General Business certificate courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Doctoral Level Elective

The Post-Master's Certificate allows students to select one course from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 3 credit hours at the doctoral level (7000 or 8000) offered from the School of Business and Economics.

Department of Leadership, Management, and Human Capital

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Business specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

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

Basis for Admissions

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

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to the University's Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program. Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version. Applying Post-Baccalaureate Certificate coursework towards a master's degree may only occur once during a student's tenure. Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Entrepreneurship Specialization

This Post-Baccalaureate Certificate takes students beyond the classroom, allowing them to build and test their entrepreneurial ideas in real-world settings. The entrepreneurship courses will integrate all business disciplines, including marketing, finance, operations, and strategy. The courses are designed to help students develop skills in building businesses, investing in businesses, raising capital, and evaluating business opportunities. Specifically, the students in this specialization will focus on analysis, decision-making and business planning. Students will benefit from the latest business trends and techniques in recent entrepreneurship literature and experienced faculty feedback.

Required Courses - 12 credit hours

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

Inclusive Leadership Specialization

This post-baccalaureate certificate specialization will equip you with the insights, knowledge, and skills to go beyond traditional conceptualization of leadership and will prepare you to be a leader who can empower, energize, and inspire individuals, and unify diverse employees while learning how to address structural inequities. This specialization will teach you to identify how power

and hierarchy shape relationships and what you can do as a leader to be self-reflective as you work to mitigate biases. Learn how to become an agent of change who has the enhanced skills to lead an organization while being a champion and advocate for diversity, equity, inclusion, and social and economic justice. After completing this program, you will be able to make decisions that help to advance a unified and collaborative global workforce that functions effectively and efficiently, optimizing the organization's effectiveness.

Required Courses - 12 credit hours

- INL-5000 - Developing Competencies for Global Inclusive Leadership
- INL-5010 - Leveraging Global Diversity for Results
- INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability
- Any Master's-level course from School of Business and Economics

Project Management Specialization

This Post-Baccalaureate Certificate explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The Post-Baccalaureate Certificate provides curriculum for students aspiring to take on project management responsibilities. This Post-Baccalaureate Certificate focuses on risk management, procurement, and project monitoring and control.

Required Courses - 12 credit hours

- PM-6000 - Project Procurement Management
- PM-6004 - Project Risk Management
- PM-6008 - Project Monitoring and Control
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Post-Baccalaureate in Management of Virtual Organizations

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete three courses (9 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Business specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all three courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

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

Basis for Admissions

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

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree may only occur once during a student's tenure.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Management of Virtual Organizations Specialization

This post-baccalaureate certificate focuses on acquiring knowledge and skills to support the management of virtual organizations. Students focus on a wide range of topics relevant to the manager overseeing virtual organizations. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as virtual leadership, building trust in virtual teams, and legal and other implications that may arise in virtual organizations.

Required Courses - 9 credit hours

- MVO-5001 - Virtual Leadership & Team Management
- MVO-5002 - Building Virtual Teams & Trust
- MVO-5003 - Legal & Other Implications in a Virtual Organization

Master of Business Administration, MBA

Description of Program

The Master of Business Administration (MBA) includes exposure to a variety of business disciplines. Students in this program will critically analyze a broad range of theories, current trends, practices, and knowledge specific to their discipline.

Click here for potential career opportunities within the MBA.

Learning Outcomes

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience - ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment

- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify effective business solutions

Basis for Admissions

Admission to the Master of Business Administration program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution (including the University's BBA degree). In addition to these general requirements, MBA applicants have two options for entering the program:

1. **Direct Entry -** Individuals with a previously completed bachelor's degree in business from a regionally or nationally accredited academic institution may immediately begin the MBA program.

Note: Students who complete the University's BBA bridge path in Business Management may be eligible to apply four graduate-level courses from the BBA program to the MBA program. Graduate-level courses completed in the BBA bridge path must be completed with a grade point average of 3.0 (grade of "B") or better.

2. **Evaluation Track -** Individuals who do not meet direct entry requirements will begin their degree plan with MBA-5102 - Changing Times - Business in the 21st Century, followed by SKS-5001 - Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS-5001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-5001 course. This can be discussed with your enrollment or academic and finance advisor.

Students who enter through the evaluation track and do not immediately test out of SKS-5001 prior to having the course placed in their degree plan are not permitted to participate in the Accelerated MBA program.

Degree Requirements

The Master of Business Administration requires 30 credit hours for degree completion. The MBA program includes 18 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental business skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course.

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

- Research - MBA students are required to show competency in writing skills for research purposes through their coursework.
- Computer Competency - MBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the foundational, specialization, and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Business Administration for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Note: Students with a conferred BBA degree from the University who complete graduate-level coursework with a grade of "B" or better to satisfy undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the

BBA program to the MBA program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Accelerated MBA Scheduling Track

Within the MBA program, the School of Business and Economics 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.

Week	Courses									
1-8	MBA-5102									
5-12		MBA-5110								
13			Break							
14-21				MBA-5121 MBA-5130						
22					Break					
23-30						MBA-5140 MBA-5150				
31							Break			
32-39								Specialization Course (1) Specialization Course (2)		
40									Break	
41-48										Specialization Course (3)
45-52										MBA-6010

Course Sequence

The Master of Business program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track requirements. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Students who complete at least 9 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All Master of Business Administration (MBA) programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic Finance Advisor for more information.

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

- MBA-5102 - Changing Times - Business in the 21st Century
- SKS-5001 - Comprehensive Strategic Knowledge Studies * Entry Track Students
- MBA-5110 - Managing People and Teams
- MBA-5121 - Managerial Decision-Making
- MBA-5130 - Managing Business Finances
- MBA-5140 - Operations Management
- MBA-5150 - Innovation and Marketing
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MBA-6010 - Strategic Planning

Criminal Justice Specialization

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

Specialization Courses – 9 credit hours

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

Entrepreneurship Specialization

This forward-looking entrepreneurship specialization curriculum takes students beyond the classroom, allowing them to build and test their entrepreneurial ideas in real-world settings. The entrepreneurship courses will integrate many business disciplines, including marketing, finance, operations, and strategy. The courses are designed to help students develop skills in building businesses, investing in businesses, raising capital, and evaluating business development opportunities. Specifically, the students in this specialization will focus on analysis, decision-making, and business planning. Students will benefit from the latest business trends and techniques in recent entrepreneurship literature and experienced faculty feedback.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Financial Management Specialization

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

Specialization Courses – 9 credit hours

- FIN-5012 - Corporate Finance
- FIN-5013 - Investment Management
- FIN-5014 - Financial Institutions

General Business Specialization

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

Students must complete a minimum of 9 credit hours and may take business courses at the 5000 and 6000 level to fulfill their specialization requirements.

Specialization Courses – 9 credit hours

Select 3 courses from the following recommended* course list:

- FIN-5012 - Corporate Finance
- HRM-5004 - Supervisory Concepts and Practices
- GBM-5002 - Global Business Strategic Management

Note

*Recommended courses for the general business specialization are listed above. Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. However, students are encouraged to choose their elective courses based on personal and professional goals, and to work with their Academic and Finance Advisor to revise their degree plan.

Global Business Management Specialization

This specialization covers the essential elements required to understand and manage global organizations. Individuals interested in global management positions and/or teaching in post-secondary institutions of higher education would benefit from this program. The specialization focuses on topics such as global leadership issues and characteristics, trends and strategies in global business strategic management, and the challenges of positioning global brands and pricing approaches.

Specialization Courses – 9 credit hours

- GBM-5001 - Global Leadership and Change
- GBM-5002 - Global Business Strategic Management
- GBM-5003 - Global Marketing Management

Health Services Specialization

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

Specialization Courses – 9 credit hours

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

Homeland Security Specialization

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

Specialization Courses – 9 credit hours

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

Human Resources Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the global economy.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HRM-5000 - Human Resource Management in the 21st Century
- HRM-5001 - Recruitment and Human Resources Information Systems
- HRM-5002 - Compensation Issues in Human Resources Management
- HRM-5003 - Labor Relations
- HRM-5004 - Supervisory Concepts and Practices
- HRM-5008 - Legal Issues in Human Resources Management
- HRM-5011 - Global Talent Development and Management

Inclusive Leadership Specialization

This specialization will equip you with the insights, knowledge, and skills to go beyond traditional leadership and will prepare you to be a leader who can empower, energize, and inspire individuals, and unify diverse employees. You will become an agent of change who has the enhanced skills to lead an organization while being a champion and advocate for diversity, equity, inclusion, and social and economic justice. After completing this program, you will be able to make decisions that help to advance a unified and collaborative global workforce that functions effectively and efficiently, optimizing the organization's effectiveness.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

- INL-5000 - Developing Competencies for Global Inclusive Leadership
- INL-5010 - Leveraging Global Diversity for Results
- INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability
- Any Master's-level course from School of Business and Economics

Information Technology Specialization

Technology can be intimidating—yet beneficial—for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. The Information Technology Specialization helps prepare professionals to be champions of positive change through new ideas and new technologies.

Specialization Courses – 9 credit hours

- TIM-5000 - Principles of Information Technology for the IT Professional
- TIM-5025 - Networks, Clouds and Mobile Computing
- TIM-5040 - Systems and Architectures for IT Professionals

Management of Virtual Organizations Specialization

This specialization focuses on acquiring knowledge and skills to support the management of virtual organizations. Students focus on a wide range of topics relevant to the manager overseeing virtual organizations. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as virtual leadership, building trust in virtual teams, and legal and other implications that may arise in virtual organizations.

Specialization Courses – 9 credit hours

- MVO-5001 - Virtual Leadership & Team Management
- MVO-5002 - Building Virtual Teams & Trust
- MVO-5003 - Legal & Other Implications in a Virtual Organization

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The graduate specialization provides curriculum for students aspiring to take on project management responsibilities. This specialization focuses on risk management, procurement, monitoring, and multi-project management.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PM-6000 - Project Procurement Management
- PM-6004 - Project Risk Management
- PM-6008 - Project Monitoring and Control
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Strategic Marketing Specialization

The Strategic Marketing Specialization at the graduate level transcends traditional marketing by focusing upon emerging trends in the 21st century in marketing management and marketing research. Students will focus on thought leadership-driven strategic marketing, encompassing contemporary and emergent marketing management methods, global product management, precision pricing, advanced promotional methods, and proven distribution techniques. At the conclusion, students will be well prepared for the marketing workforce of tomorrow.

Specialization Courses – 9 credit hours

- MKT-5021 - Strategic Marketing Management
- MKT-5022 - Advanced Digital Marketing
- MKT-5023 - Global Product Management

Master of Science in Entrepreneurship, MS

Description of Program

The Master of Science in Entrepreneurship program will help students grow their mindset and the skills, knowledge, and values necessary to confidently launch new ventures, contribute to an existing organization's growth, and identify opportunities for an improved quality of life.

Click here for potential career opportunities within the MSE.

Learning Outcomes

- Adapt creative strategies for pursuing, exploiting, and further developing new opportunities
- Analyze awareness and growth potential of an opportunity with an entrepreneurial mindset
- Formulate cross functional business domain skills
- Explore the skills necessary to understand and analyze significant complex and dynamic business opportunities
- Evaluate collaboration, communication, and adaptability in helping new ventures excel in a changing business landscape

Basis for Admissions

Admission to the Master of Science in Entrepreneurship (MSE) program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution (including the BBA degree). In addition to these general requirements, MSE applicants have two options for entering the program:

1. **Direct Entry -** Individuals with a previously completed bachelor's degree in business from a regionally or nationally accredited academic institution may immediately begin the MSE program.
2. **Evaluation Track -** Individuals who do not meet direct entry requirements will begin their degree plan with ENT-5100, followed by SKS-5001 - Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS-5001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-5001 course. This can be discussed with your enrollment or academic and finance advisor.

Degree Requirements

The Master of Science in Entrepreneurship (MSE) requires 30 credit hours for degree completion. Students in the MSE program are required to demonstrate competency in the areas listed below:

- **Research -** MSE students are required to show competency in writing skills for research purposes through their coursework.
- **Computer Competency -** MSE 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 the requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the MSE for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 12 months.

Course Sequence

The Master of Science in Entrepreneurship (MSE) program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track requirements. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

- ENT-5100 - Foundations of Entrepreneurship
- SKS-5001 - Comprehensive Strategic Knowledge Studies * Entry Track Students
- ENT-5105 - Ideation and Opportunity Identification
- ENT-5110 - Environmental Analysis
- ENT-5115 - New Venture Resource Development and Analysis
- ENT-5120 - Financial Management
- ENT-5125 - Business Plan Creation
- ENT-5130 - Legal Structure and Organization
- ENT-5135 - Entrepreneurial Strategy and Decision Making
- ENT-5140 - Pricing, Marketing, and Expansion
- ENT-5200 - Capstone

Master of Science in Organizational Leadership, MS

Description of Program

The Master of Science in Organizational Leadership (MSOL) program provides students with the knowledge to evaluate personal leadership skills and the components of leadership that contribute to the health of an organization, as well as how to apply leadership best practices in an organization.

Click here for potential career opportunities within the MSOL.

Learning Outcomes

- Assess the current state of leadership practice within a given profession
- Evaluate the components of leadership that contribute to the health of an organization
- Apply best leadership practices within a given organization
- Evaluate themselves as leaders

Basis for Admissions

Admission to the Master of Science in Organizational Leadership program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution (including the University's BBA degree). In addition to these general requirements, MSOL applicants have two options for entering the program:

1. **Direct Entry -** Individuals with a previously completed bachelor's degree in business from a regionally or nationally accredited academic institution may immediately begin the MSOL program.

Note: Students who complete the University's BBA bridge path in Business Leadership may be eligible to apply four graduate-level courses from the BBA program to the MSOL program. Graduate-level courses completed in the BBA bridge path must be completed with a grade point average of 3.0 (grade of "B") or better.

2. **Evaluation Track -** Individuals who do not meet direct entry requirements will begin their degree plan with MSOL-5000 - Leadership Development and Practice, followed by SKS-5001 - Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS-5001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-5001 course. This can be discussed with your enrollment or academic and finance advisor.

Students who enter through the evaluation track and do not immediately test out of SKS-5001 prior to having the course placed in their degree plan are not permitted to participate in the Accelerated MSOL program.

Degree Requirements

The Master of Science in Organizational Leadership is a 30 credit program comprised of 18 core credits, 9 specialization credits and 3 capstone credits. Graduates of the program must complete 30 credit hours. Students may select a discipline-specific specialization of their interest.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Organizational Leadership for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Note: Students with a conferred BBA degree from the University who complete graduate-level coursework with a grade of "B" or better to satisfy required undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MSOL program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Accelerated MSOL Scheduling Track

Within the MSOL program, the School of Business and Economics offers an Accelerated MSOL scheduling track. The Accelerated MSOL is not an alternative program, but is a scheduling option designed for students capable of completing an intense, fast-paced, and highly challenging graduate course structure. Students considering the Accelerated MSOL track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may interfere with course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MSOL track will graduate in 12 months with a Masters of Organizational Leadership degree.

Week	Courses
1-8	MSOL-5000
5-12	MSOL-5102
13	*BREAK*
14-21	MSOL-5103 MSOL-5104
22	*BREAK*
23-30	MSOL-5105 MSOL-5106
31	*BREAK*
32-39	Specialization Course (1) Specialization Course (2)
40	*BREAK*
41-48	Specialization Course (3)
45-52	MSOL-5110

Course Sequence

The Master of Science in Organizational Leadership program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Students who complete at least 9 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All MSOL programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed upon the student's request. Please contact your Academic and Finance Advisor for more information.

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

- MSOL-5000 - Leadership Development and Practice
- SKS-5001 - Comprehensive Strategic Knowledge Studies - for students without a business degree
- MSOL-5102 - Ethics and Decision Making
- MSOL-5103 - People, Processes, and Organizational Health
- MSOL-5104 - Leadership: Change, Crises, and Communication

- MSOL-5105 - Leadership and Organization Strategy
- MSOL-5106 - Understanding Data
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MSOL-5110 - Capstone Professional Project

Criminal Justice Specialization

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

Specialization Courses – 9 credit hours

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

Health Services Specialization

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

Specialization Courses – 9 credit hours

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

Human Resources Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the global economy.

Specialization Courses – 9 credit hours

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

Inclusive Leadership Specialization

This specialization will equip you with the insights, knowledge, and skills to go beyond traditional leadership and will prepare you to be a leader who can empower, energize, and inspire individuals, and unify diverse employees. You will become an agent of change who has the enhanced skills to lead an organization while being a champion and advocate for diversity, equity, inclusion, and social and economic justice. After completing this program, you will be able to make decisions that help to

advance a unified and collaborative global workforce that functions effectively and efficiently, optimizing the organization's effectiveness.

Specialization Courses - 9 credit hours

- INL-5000 - Developing Competencies for Global Inclusive Leadership
- INL-5010 - Leveraging Global Diversity for Results
- INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability

Management of Virtual Organizations Specialization

This specialization focuses on acquiring knowledge and skills to support the management of virtual organizations. Students focus on a wide range of topics relevant to the manager overseeing virtual organizations. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as virtual leadership, building trust in virtual teams, and legal and other implications that may arise in virtual organizations.

Specialization Courses – 9 credit hours

- MVO-5001 - Virtual Leadership & Team Management
- MVO-5002 - Building Virtual Teams & Trust
- MVO-5003 - Legal & Other Implications in a Virtual Organization

Nonprofit Management Specialization

In this specialization, students learn the fundamental principles of nonprofit management by exploring the roles and responsibilities of the management team and their efforts to maximize fundraising opportunities and maintain healthy budgets. Other areas that are covered include revenue generation, legal foundations, recruitment and management of volunteers, and promotion and marketing. Contemporary topics including diversity and ethics are also examined

Specialization Courses – 9 credit hours

- MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories
- MSOL-5802 - Nonprofit Strategic Management and Leadership
- MSOL-5803 - Philanthropy and Fundraising in Nonprofits

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The graduate specialization provides curriculum for students aspiring to take on project management responsibilities. This specialization focuses on risk management, procurement, monitoring, and multi-project management.

Specialization Courses – 9 credit hours

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

Master of Human Resource Management, MHRM

Description of Program

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

Click here for potential career opportunities within the MHRM.

Learning Outcomes

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

Basis for Admissions

Admission to the Master of Human Resource Management program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution (including the University's BBA degree).

Degree Requirements

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

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

- Research - MHRM students are required to show competency in writing skills for research purposes through their coursework
- Computer Competency - MHRM students are required to use appropriate computer skills that are necessary in writing research papers
    - Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents

Students assume full responsibility for understanding both the foundational, specialization, and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. An Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Human Resource Management for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

- HRM-5000 - Human Resource Management in the 21st Century
- HRM-5001 - Recruitment and Human Resources Information Systems
- HRM-5002 - Compensation Issues in Human Resources Management
- HRM-5008 - Legal Issues in Human Resources Management
- HRM-5010 - Managing a Diverse Workforce
- HRM-5011 - Global Talent Development and Management
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- HRM-5020 - Capstone

General Human Resources Management Specialization

This specialization emphasizes the strategic role that human resources play as key partners, who help drive an organization's overall business strategies.

Specialization Courses – 9 credit hours

- HRM-5003 - Labor Relations
- HRM-5004 - Supervisory Concepts and Practices
- HRM-5009 - Training and Development

Global Business Management Specialization

This specialization covers the essential elements required to understand and manage global organizations. Individuals interested in global management positions and/or teaching in post-secondary institutions of higher education would benefit from this program. The specialization focuses on topics such as global leadership issues and characteristics, trends and strategies in global business strategic management, and the challenges of positioning global brands and pricing approaches.

Specialization Courses – 9 credit hours

- GBM-5001 - Global Leadership and Change
- GBM-5002 - Global Business Strategic Management
- GBM-5003 - Global Marketing Management

Inclusive Leadership Specialization

This specialization will equip you with the insights, knowledge, and skills to go beyond traditional leadership and will prepare you to be a leader who can empower, energize, and inspire individuals, and unify diverse employees. You will become an agent of change who has the enhanced skills to lead an organization while being a champion and advocate for diversity, equity,

inclusion, and social and economic justice. After completing this program, you will be able to make decisions that help to advance a unified and collaborative global workforce that functions effectively and efficiently, optimizing the organization's effectiveness.

Specialization Courses - 9 credit hours

- INL-5000 - Developing Competencies for Global Inclusive Leadership
- INL-5010 - Leveraging Global Diversity for Results
- INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability

Management of Virtual Organizations Specialization

This specialization focuses on acquiring knowledge and skills to support the management of virtual organizations. Students focus on a wide range of topics relevant to the manager overseeing virtual organizations. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as virtual leadership, building trust in virtual teams, and legal and other implications that may arise in virtual organizations.

Specialization Courses – 9 credit hours

- MVO-5001 - Virtual Leadership & Team Management
- MVO-5002 - Building Virtual Teams & Trust
- MVO-5003 - Legal & Other Implications in a Virtual Organization

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The graduate specialization provides curriculum for students aspiring to take on project management responsibilities. This specialization focuses on risk management, procurement, monitoring, and multi-project management.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PM-6000 - Project Procurement Management
- PM-6004 - Project Risk Management
- PM-6008 - Project Monitoring and Control
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Public Administration Specialization

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

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PUB-5000 - Introduction to Public Administration
- PUB-5002 - Government and the Public Interest

- PUB-5005 - Public Budgeting and Finance
- PUB-5007 - Quality Management in Public Administration
- PUB-5009 - Public Program Evaluation
- PUB-5012 - Public Policy Process

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Business program, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses with the exception of the School of Business and Economics doctoral level elective course). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

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

Basis for Admissions

Admission to the Post-Master's Certificate program requires a completed master's level or higher degree from a regionally or nationally accredited institution or university.

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a University master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to the University's Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 14 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 10 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program.

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Project Management Specialization

Administrative and management professionals who want to become proficient in project management will benefit from this specialization. This specialization focuses on applying principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Curriculum provides training in planning, project control, effectively working with teams to improve performance, providing leadership, and delivering projects on time and on budget.

Required Courses – 18 credit hours

- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management
- PM-7016 - Managerial Budgets and Project Management
- School of Business and Economics Doctoral Level Elective

Doctoral Level Elective

The Post-Master's Certificate allows students to select one course from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 3 credit hours at the doctoral level (7000 or 8000) offered from the School of Business and Economics.

Doctor of Business Administration, DBA

Description of Program

The Doctor of Business Administration (DBA) program is designed for current and potential business leaders and senior managers, in the private and public sectors to enhance their knowledge and competencies appropriate to a leadership role in business administration. The Doctor of Business Administration (DBA) program is a research-based degree, but unlike the PhD, the DBA program is intended to engage the student in the application of theoretical knowledge to the advancement of practice in the field (solving complex problems) (Archibald, 2010; Corley & Giola 2011; Huba, Shubb & Shelley, 2006).

The outcome of the research is designed to provide valuable insights to an organization. Examples of an applied investigation may include a replication study, a case study, or a special project (such as, for example, the creation of a curriculum, training program, or educational artifact), followed by an evaluation. A doctoral project for a professional degree does not have to be an

original contribution to the body of knowledge that impacts the theories in the field, but typically responds to a practical problem or proposed innovation (Archibald, 2010).

The DBA is increasingly recognized by international business and management schools as the most appropriate post-MBA (or equivalent master's degree) route to combining academic research with management and business.

Click here for potential career opportunities within the DBA.

Learning Outcomes

- Develop business methods and concepts based on practical application of current theories
- Defend theories, applications, and perspectives related to business to diverse audiences
- Construct socially responsible and ethical business strategies
- Evaluate the relationship between the global environment and business decisions
- Formulate solutions to practical business problems based on original research

Basis for Admissions

Admission to the Doctor of Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a nationally or regionally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Economics.

1. **Direct Entry –** Individuals may immediately begin the doctoral program through the DBA or PhD track with a previously completed master's degree in one of the following:
    - A generalized business area such as business management or business administration
    - Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business

    OR

    - A previously completed master's degree in any field **AND** an undergraduate in business
2. **Evaluation Track –** Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BUS-7102 - Applied Doctoral Studies in Business followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS 7001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or Academic and Finance Advisor.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution (also see Direct Entry and Evaluation Track Requirements).

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

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

- A minimum of 36 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the DBA Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Presentation completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;

- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Fundamental Competencies

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

- **Graduate-Level Research Methods Competency**- DBA students are required to complete BUS-7100 and BUS-7320, BUS-7380
- **Graduate-Level Statistics Competency**- DBA students are required to complete BUS-7105
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation
    - Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents)
    - Students must use computer programs for the statistical analysis of data (e.g., SAS)
    - Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 64 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 34 months.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The DBA program may be completed in 48 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

Students who complete at least 12 credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. Students may also opt for a General Business specialization, electing 12 credit hours of cross-discipline courses. Courses must be appropriate to the student's degree program.

All DBA specializations require the following courses:

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS 7001 after BUS-7102 and before BUS-7112.

- BUS-7102 - Applied Doctoral Studies in Business
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies - Eval Track Students
- BUS-7112 - Business Strategy and Innovation
- MGT-7019 - Ethics in Business
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9601B - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Advanced Accounting Specialization

This specialization is designed to provide students with practical application of a broad accounting perspective and technical accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, and business performance. Students will be able to meet the demand for analyzing advanced management and organization of business transactions and statements related to the assets, liabilities, and operating results of a business.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

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

Financial Management Specialization

This specialization concentrates on research and development analyses used to manage and allocate financial resources and develop effective strategic planning for projection and ROI issues. Students will analyze financial and non-financial organizations - private, public, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions
- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7018 - Accounting and Control for Nonprofit Organizations

General Business Specialization

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

Students must complete a minimum of 12 credit hours for the specialization in General Business. Students may take business courses at the 7000 or 8000 level including up to two courses from other fields (Psychology, Technology and/or Education) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses - 12 credit hours

Select 4 courses from the following list:

- FIN-7012 - Corporate Finance
- HRM-7004 - Supervising in the 21st Century
- GBM-7001 - Global Business Environment
- GBM-7002 - Global Strategic Leadership
- GBM-7003 - Global Business Management

Note

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Global Business Management Specialization

This specialization covers the essential elements required to understand and manage global organizations. Individuals interested in global management positions in industry, higher education, government and public entities, and business consulting would benefit from this program. The specialization provides students with comprehensive education and training in interdisciplinary global management subjects of leadership, government, diplomacy, economics, finance, marketing, and organizational effectiveness. Students study global business theory, decision-making, and problem-solving techniques related to global strategic planning.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- GBM-7001 - Global Business Environment
- GBM-7002 - Global Strategic Leadership
- GBM-7003 - Global Business Management
- GBM-7004 - Global Marketing Management
- GBM-7005 - Advanced Topics in Global Organizational Behavior

Health Services Specialization

This specialization develops essential perspectives and skills for health service industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on the foundations of health services management, including an overview of the United States healthcare delivery system, financial management and economics, human resource management, quality management, and law, ethics, and policy.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

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

Homeland Security: Leadership and Policy Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. Students are provided with a rigorous educational opportunity to research and explore advanced concepts and methods, and apply theory and emerging concepts to real world issues through innovative approaches to complex problems. Students choose from a number of courses that cover terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7010 - Transportation Security
- HS-7013 - Intelligence and Law Enforcement
- HS-7014 - Strategy, Resiliency, and Coping with Fear

Human Resources Management Specialization

This specialization explores the interrelationships between human resource capital, leadership, and business organization. Students research theory and practice for HRM information systems, compensation and staffing strategies, training and professional development, cultural diversity, innovation, labor relations, and legal issues in HRM.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- HRM-7000 - Human Resources Management in the 21st Century
- HRM-7002 - Compensation and Benefits
- HRM-7003 - Labor Relations
- HRM-7004 - Supervising in the 21st Century
- HRM-7007 - Cultural Issues
- HRM-7008 - Legal Issues in Human Resources Management

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

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

Specialization Courses - 12 credit hours

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

Information Technology Specialization

Technology can be intimidating—yet beneficial—for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. The Information Technology Specialization helps prepare professionals to be champions of positive change through new ideas and new technologies.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- TIM-7001 - Principles of Technology Innovation Management
- TIM-7010 - Computer Networks & Mobile Computing
- TIM-7020 - Databases & Business Intelligence
- TIM-8301 - Principles of Cybersecurity
- TIM-7040 - Technology Policy & Strategy

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This specialization has broad appeal among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

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

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on management, leadership, and team building in the project/program environment. Students will examine strategies relating to managing multiple projects as well as the concepts of earned value project management.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management
- PM-7016 - Managerial Budgets and Project Management

Strategic Marketing Specialization

The Strategic Marketing Specialization at the doctoral level delivers a next-generation approach to strategic marketing, transcending traditional marketing management, and research methodology. This tertiary level specialization delivers benchmark training in the three pillars of global change leadership, marketing science, and innovation in marketing economics. Following the execution of strategic coursework, students will focus on real-world global product strategy, advanced digital marketing

across the entire scope of the product life cycle. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary and emergent marketing practices. At the conclusion, students will be well prepared to lead the marketing workforce of tomorrow.

Specialization Courses – 12 credit hours

Select 4 courses from the following list:

- MKT-7021 - Marketing Change Leadership
- MKT-7022 - Marketing Economics Innovation
- MKT-7023 - Marketing Science
- MKT-7024 - Strategic Marketing Communication
- MKT-7025 - Global Product Strategy

Doctor of Philosophy in Business Administration, PhD

Description of Program

The Doctor of Philosophy in Business (PhD-BA) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a leadership role in business, administration, and technology management. Upon completion of the PhD program, students are expected to have a broad knowledge in fields of business and technology management and an understanding of at least one specialized area of study. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field *the Ph.D. dissertation is a new contribution to the body of knowledge*.

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

Learning Outcomes

- Develop business knowledge based on a synthesis of current theory
- Defend theories, applications, and perspectives related to business to diverse audiences
- Evaluate business practices that positively impact society
- Evaluate the relationship between the global environment and business decisions
- Formulate solutions to problems identified in extant business research

Basis for Admissions

Admission to the Doctor of Philosophy in Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a regionally or nationally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Economics.

1. **Direct Entry –** Individuals may immediately begin the doctoral program through the DBA or PhD track with a previously completed master's degree in one of the following:
    - A generalized business area such as business management or business administration,
    - Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business
      OR
    - A previously completed master's degree in any field AND an undergraduate in business.

2. **Evaluation Track –** Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

   Students in the Evaluation track will begin their degree plan with BUS-7101 - Changing Times: Business Administration in the 21st Century followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS 7001 take the remaining courses in their degree plan.

   Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS 7001 Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or academic and finance advisor.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD degree programs in business have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-BA Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;

- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Fundamental Competencies

All PhD students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** - PhD students are required to complete BUS-7100, BUS 7320, and BUS-7380
- **Graduate-Level Statistics Competency** - PhD students are required to complete BUS-7105 and BUS-7106
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation
    - Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents)
    - Students must use computer programs for the statistical analysis of data (e.g., SAS)
    - Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 73 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assist each Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

Students who complete at least 15 credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. Students may also opt for a General Business specialization, electing 15 credit hours of cross-discipline courses. Elective courses must be appropriate to the student's degree program.

The PhD in Business requires a minimum of five core courses, five specialization courses, two statistical courses, five research courses, and one doctoral elective course. Upon completion of these course requirements, students advance to the doctoral sequence of courses. A minimum of four dissertation research courses must be completed in order to complete the program.

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

- BUS-7101 - Changing Times: Business Administration in the 21st Century
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies -Required Course for Entry Track Students
- BUS-7110 - The Business Environment
- BUS-7120 - Business Financial Systems
- BUS-7130 - Business Leadership & Strategy
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Doctoral Level Elective
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7106 - Statistics II
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701B - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
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Advanced Accounting Specialization

This specialization provides students with application of a broad accounting perspective and research based accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, business performance, and forensic analysis. Students will be able to meet the demand for advanced analysis of management and organization of business transactions and statements related to the assets, liabilities, and operating results of business enterprises, nonprofit organizations, and higher education instruction.

Specialization Courses – 15 credit hours

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

Note

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

Financial Management Specialization

This specialization concentrates on research and development analyses used to manage and allocate financial resources and develop effective strategic planning for projection and ROI issues. Students will analyze financial and non-financial organizations - private, public, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations.

Specialization Courses – 15 credit hours

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions
- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7018 - Accounting and Control for Nonprofit Organizations

Note

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

Global Business Management Specialization

This specialization covers the essential elements required to understand and manage global organizations. Individuals interested in global management positions in industry, higher education, government and public entities, and business consulting would benefit from this program. The specialization provides students with comprehensive education and training in interdisciplinary global management subjects of leadership, government, diplomacy, economics, finance, marketing, and organizational effectiveness. Students study global business theory, decision-making, and problem-solving techniques related to global strategic planning.

Specialization Courses – 15 credit hours

- GBM-7001 - Global Business Environment
- GBM-7002 - Global Strategic Leadership
- GBM-7003 - Global Business Management
- GBM-7004 - Global Marketing Management
- GBM-7005 - Advanced Topics in Global Organizational Behavior

Note

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

Health Services Specialization

This specialization develops essential perspectives and skills for health service industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on the foundations of health services management, including an overview of the United States healthcare delivery system, financial management and economics, human resource management, quality management, and law, ethics, and policy.

Specialization Courses – 15 credit hours

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

Note

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

Homeland Security: Leadership & Policy (HS) Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. This specialization focuses on rigorous research exploring advanced concepts and methods, and applying theory and emerging concepts through innovative approaches to complex problems. Students may choose from a variety of courses in terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues.

Specialization Courses – 15 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7010 - Transportation Security
- HS-7013 - Intelligence and Law Enforcement
- HS-7014 - Strategy, Resiliency, and Coping with Fear

Note

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

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 Economics and the JFK School of Psychology and Social Sciences in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct advanced research related to the application of organizational and psychological theory to human resource management.

Specialization Courses – 15 credit hours

- IOP-8400 - Industrial/Organizational Psychology
- IOP-8404 - Consulting in Business, Education, and Health
- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7022 - Advanced Topics in Organizational Development
- MGT-7110 - Leadership in Organizations

Note

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

Information Technology Specialization

Technology can be intimidating—yet beneficial—for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. The Information Technology Specialization helps prepare professionals to be champions of positive change through new ideas and new technologies.

Specialization Courses – 15 credit hours

- TIM-7001 - Principles of Technology Innovation Management
- TIM-7010 - Computer Networks & Mobile Computing
- TIM-7020 - Databases & Business Intelligence
- TIM-8301 - Principles of Cybersecurity
- TIM-7040 - Technology Policy & Strategy

Note

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

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This specialization has broad appeal among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations.

Specialization Courses – 15 credit hours

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

Note

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

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on management, leadership, and team building in the project/program environment. Students will examine strategies relating to managing multiple projects as well as the concepts of earned value project management.

Specialization Courses – 15 credit hours

- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management
- PM-7016 - Managerial Budgets and Project Management

Note

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

Strategic Marketing Specialization

The Strategic Marketing Specialization at the doctoral level delivers a next-generation approach to strategic marketing, transcending traditional marketing management, and research methodology. This tertiary level specialization delivers benchmark training in the three pillars of global change leadership, marketing science, and innovation in marketing economics. Following the execution of strategic coursework, students will focus on real-world global product strategy, advanced digital marketing across the entire scope of the product life cycle. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary and emergent marketing practices. At the conclusion, students will be well prepared to lead the marketing workforce of tomorrow.

Specialization Courses – 15 credit hours

- MKT-7021 - Marketing Change Leadership
- MKT-7022 - Marketing Economics Innovation
- MKT-7023 - Marketing Science
- MKT-7024 - Strategic Marketing Communication

- MKT-7025 - Global Product Strategy

Note

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

Doctor of Philosophy in Organizational Leadership, PhD

Description of Program

The Doctor of Philosophy in Organizational Leadership (PhD-OL) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a wide variety of leadership roles. A Ph.D. requires original ideas about a specialized topic, as well as a high degree of methodological/scientific rigor (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field -- the Ph.D. dissertation is a new contribution to the body of knowledge.

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

Learning Outcomes

The program learning outcomes of the Doctor of Philosophy in Organizational Leadership degree are:

- Evaluate theories of organizational leadership for their academic and practical value
- Assess an organization's potential for positive change
- Formulate strategies to solve contemporary organizational issues
- Contribute to the body of knowledge in the field of organizational leadership

Basis for Admissions

Admission to the Doctor of Philosophy in Organizational Leadership program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a regionally or nationally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Economics.

1. **Direct Entry –** Individuals may immediately begin the doctoral program with a previously completed master's degree in one of the following:
    - A generalized business area such as business management or business administration,
    - Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business
      OR
    - A previously completed master's degree in any field AND an undergraduate in business.
2. **Evaluation Track –** Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BTM-7101 - Doctoral Studies in Business followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS-7001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or academic and finance advisor.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-OL degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-OL Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Fundamental Competencies

All PhD-OL students are required to demonstrate competency in these areas:

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

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

Computer Competency - Doctoral students are required to have computer skills necessary for completing a dissertation

- Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents)
- Students must use computer programs for the statistical analysis of data (e.g., SAS)
- Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assist each Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD-OL dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD-OL program may be completed in 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

Required Foundational Courses must be taken first and in sequence.

- BTM-7101 - Doctoral Studies in Business
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies - Required Course for Entry Track Students
- OLB-7002 - Building Organizational Capacity
- OLB-7004 - Theory and Practice of Organizational Leadership
- OLB-7005 - Ethical Leadership
- OLB-7006 - Communicating Change
- OLB-7007 - Leader as Coach/Consultant
- OLB-7008 - Executive Leadership
- Elective Course 1
- Elective Course 2
- Elective Course 3
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I

- BUS-7106 - Statistics II
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701L - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Electives:

The PHD-OL allows students to select courses from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 9 credit hours at the 7000 or 8000 level for the elective requirements. Students may choose from courses across the University.

Doctor of Philosophy in Human Resource Management, PhD

Description of Program

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

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Human Resources Management program requires a conferred master's degree and/or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PHD-HRM degree program in the School of Business and Economics has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PHD-HRM Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed

- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

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- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
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General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 38 months.

Dissertation Process

Faculty assist each Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD-HRM dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

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Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in

alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- HRM-7000 - Human Resources Management in the 21st Century
- HRM-7002 - Compensation and Benefits
- HRM-7003 - Labor Relations
- HRM-7020 - Workforce Management
- HRM-7004 - Supervising in the 21st Century
- HRM-7007 - Cultural Issues
- HRM-7008 - Legal Issues in Human Resources Management
- HRM-7022 - Diversity and Inclusion
- HRM-7009 - Organizational Behavior in Human Resource Management
- HRM-7026 - Strategic Human Resource Management
- HRM-7010 - Human Resource Management Policy and Implementation
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701HR - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Sanford College of Education

Department of Applied Behavioral Analysis, School Psychology, Educational Counseling

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program.

The Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the Post-Baccalaureate Certificate.

Basis for Admissions

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Trauma-Informed Educational Practices

This certificate will build on fundamental knowledge and skills related to teaching and learning with a focus on specific trauma-informed educational practices. This focus will extend across various educational settings and populations. You will explore the fundamentals of a trauma-informed approach to education, how trauma manifests in different populations, specific trauma-informed strategies for the classroom, and strengthening resilience among both students and educators.

Required Courses - 12 credit hours

- TRA-5100 - Fundamentals of a Trauma-Informed Approach to Education
- TRA-5200 - Trauma Across Educational Populations and Settings
- TRA-5300 - Trauma-Informed Strategies for Educational Environments
- TRA-5400 - Strengthening Resilience Among Learners and Educational Professionals

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest represented in a distinct specialization. Your specialization prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MEd.

Learning Outcomes

- Use technology to advance goals and outcomes in educational settings
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

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

Degree Requirements

Graduates of the University's MEd program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

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

- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Additional MEd Information

Rio Salado College Post-Baccalaureate Transfer Students

The University's Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for up to 18 credits to be transferred to the University embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule

- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College 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 Sanford College 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 Sanford College 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 Sanford College of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

Course Sequence

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

- EDU-5000 - Foundations for Graduate Study in Education
- Specialization Course 1
- ED-5100 - Scholarly Writing and Using Research
- Specialization Course 2
- ED-5045 - Technology and a Vision for the Future - MEd -or- ID-5045 - Design Principles for Multimedia Learning - MEd *
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- ED-6500 - MEd Capstone
  * May be substituted with a course from the student's specialization with Dean approval.

Trauma-Informed Educational Practices (TRA) Specialization

This specialization will build on your fundamental knowledge and skills related to teaching, learning, and student support. You will consider various educational settings and learner population as you explore the fundamentals of a trauma-informed approach to education, including how trauma manifests in different populations, specific trauma-informed strategies for the classroom, involvement of multi-tiered systems of support, and strengthening resilience among both students and educators. You will demonstrate your proficiency through a capstone project in the final course of the specialization. All courses must be completed prior to the capstone course.

Required Courses - 18 credit hours

- TRA-5100 - Fundamentals of a Trauma-Informed Approach to Education
- TRA-5200 - Trauma Across Educational Populations and Settings

- TRA-5300 - Trauma-Informed Strategies for Educational Environments
- TRA-5400 - Strengthening Resilience Among Learners and Educational Professionals
- TRA-5500 - Trauma and Support Systems in Educational Environments
- TRA-5600 - Capstone in Trauma-Informed Educational Practices

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Education certificate, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Basis for Admissions

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

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 13 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

- Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, assuming the student officially applies for the Post-Master's Certificate prior to completing the fourth course in the Post-Master's Certificate series.
- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Quantitative Research (QR)

The Post-Master's Certificate in Quantitative Research places an emphasis on acquiring the skills necessary not only to complete statistical calculations but to know how and when to apply and use appropriate statistical designs and methods. This is an 18 credit-hour certificate that will offer students from various disciplines the knowledge and skills to conduct quantitative research needed to measure or evaluate educational programs, learning or school outcomes, or other statistically based inquiries. The course sequence required for this certificate includes foundational level statistics courses, and advanced courses in design, methods, theory, and practice.

Required Courses - 18 credit hours

- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8202 - Statistics II
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8501 - Introduction to Multi-Level Modeling
- EDR-8502 - Introduction to Instrumentation and Psychometrics

Trauma-Informed Educational Practices (TRA) Specialization

The post-master's certificate will build on fundamental knowledge and skills related to teaching and learning with a focus on specific trauma-informed educational practices. This focus will extend across various educational settings and populations. You will explore the fundamentals of a trauma-informed approach to education, how trauma manifests in different populations and communities, specific trauma-informed strategies for the classroom, and strengthening resilience among both students and educators.

Specialization Courses - 18 credit hours

- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- TRA-7200 - Linking Theory and Practice to Design Trauma-Sensitive Environments
- TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments
- TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments

- TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments
- TRA-7600 - Community-wide Trauma and Learning: Next Steps in Advanced Practice and Research

Education Specialist, EdS

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders within a chosen field of study. Each specialization within the EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdS.

Learning Outcomes

- Develop skills to support educational practices across diverse instructional and organizational settings
- Communicate with diverse audiences about educational theories, research, and practices
- Analyze professional skills, dispositions, and technology options for learning and educating diverse groups
- Apply evidence-based solutions for addressing educational, organizational, and societal issues
- Analyze current research, theories, and instructional practices in educational and organizational environments

Basis for Admissions

Admission to the Education Specialist (EdS) program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The EdS Program may be completed in 33 credits. An Academic and Finance Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the Education Specialist degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program. See the Transfer Credit Policy for additional information.

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, specialization courses, and the capstone course with a Grade Point Average of 3.00 (B) or higher.

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills.

Time to Completion

The University allows 5 years to complete all education specialist programs of 33 credits or less.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Education requires two Foundations courses, six Specialization courses, two Research courses, and one Capstone course for a total of 33 credit hours.

Both the Education Specialist (EdS) and Educational Specialist in Educational Leadership (EdS-EdL) require all foundations courses and specialization or core courses be completed prior to students starting the capstone course

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- EDR-8300 - The Research Process
- EDR-8400 - Advanced Qualitative Methodology and Designs -or- EDR-8500 - Advanced Quantitative Methodology and Designs
- ED-7053 - Education Specialist Capstone Project

Trauma-Informed Educational Practices (TRA) Specialization

The education specialist degree will build on fundamental knowledge and skills related to teaching and learning with a focus on specific trauma-informed educational practices. The focus of this degree will extend across various educational settings and

populations and further enhance your knowledge of the fundamentals of a trauma-informed approach to education, how trauma manifests in different populations and communities, specific trauma-informed strategies for the classroom, and strengthening resilience among both students and educators.

Specialization Courses - 18 credit hours

- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- TRA-7200 - Linking Theory and Practice to Design Trauma-Sensitive Environments
- TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments
- TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments
- TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments
- TRA-7600 - Community-wide Trauma and Learning: Next Steps in Advanced Practice and Research

Doctor of Education, EdD

Description of Program

The Doctor of Education degree program is designed for professionals who seek to lead improvements in practice within educational organizations. You will integrate theoretical constructs into your considerations of complex professional problems, developing strategies, tactics, and policies not only to improve practice and ensure regulatory compliance, but also with attention to issues of equity, inclusion, social justice, and ethical conduct.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdD.

Note: The program sequence below is open to new students and re-entry students gone more than 365 days only. Students who enrolled prior to April 1, 2019 must continue in the program sequence as stated in the catalog under which they enrolled.

Learning Outcomes

- Recommend policies advancing equity and social justice in educational organizations
- Select ethical and regulatory compliant actions supporting the mission and vision of organizations
- Develop leadership skills through the integration of theoretical constructs with professional practice
- Create strategic and tactical plans to improve organizations
- Construct theory-informed decisions for addressing complex problems of practice

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States
- A master's degree in nursing (MSN)

Degree Requirements

The EdD Program requires 48 credits for degree completion. Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.
- Doctoral courses are comprised of methods, the pre-candidacy prospectus, and the dissertation with a Grade Point Average of 3.00 (B) or higher.
- EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 33 months (36 months for Nursing Education specialization).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months (36 months for Nursing Education specialization).

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required.

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Assessment. Upon successful completion of the Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Language Learning (ELL), Instructional Leadership (IL), Special Education (SE), and Sport Management (SM) have a curriculum focused on the PK-12 environment.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5 **(Nursing Education specialization only)**
- Specialization Course 6 **(Nursing Education specialization only)**
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Trauma-Informed Educational Practices (TRA) Specialization

The EdD is an applied practitioner degree, which affords students the opportunity to implement change and practices within their own environment. This degree will build on practice-based knowledge and skills related to teaching and learning with a focus on specific trauma-informed educational practices. This applied study will extend across various educational settings and populations. You will explore the fundamentals of practice in trauma-informed approaches to education, explore how trauma manifests in different populations and communities, specific trauma-informed strategies for the classroom, and practices common to strengthening resilience among both students and educators.

Specialization Courses - 12 credit hours

- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments
- TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments
- TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments

Doctor of Philosophy in Education, PhD

Description of Program

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

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;

- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Dissertation Handbook that explains the process and the 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 the University will provide

the faculty, the academic support and process to assist with the attainment of high academic goals. There is an oral dissertation defense.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

*The elective course can be satisfied with any doctoral level Sanford College of Education course. The course listed in the degree plan can be changed upon request. Students should contact their Academic and Finance Advisor for assistance.

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- Elective Course*
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis -or- EDR-8202 - Statistics II
- CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation

- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Trauma-Informed Educational Practices (TRA) Specialization

The PhD degree is a theoretically-driven degree, which asks students to explore and integrate components of theoretical, fundamental knowledge related to teaching and learning with a focus on specific trauma-informed educational practices. This exploration will extend across various educational settings and populations and will examine the theoretical fundamentals of a trauma-informed approach to education, how trauma manifests in different populations and communities, specific trauma-informed strategies for the classroom, and theory which supports strengthening resilience among both students and educators.

Specialization Courses - 18 Credit Hours

- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- TRA-7200 - Linking Theory and Practice to Design Trauma-Sensitive Environments
- TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments
- TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments
- TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments
- TRA-7600 - Community-wide Trauma and Learning: Next Steps in Advanced Practice and Research

Department of Organizational Leadership and Educational Administration

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program.

The Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the Post-Baccalaureate Certificate.

Basis for Admissions

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

School Safety, Security, and Emergency Management

Students who feel safe and secure at school are better able to learn by engaging the curriculum, their teachers, and their peers. This certificate offers certified teachers and classified staff three distinct and connected domains: school safety, school security, and school emergency management. You will learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice and other alternatives to student discipline; and how to contribute, implement, and improve school safety plans through a practitioner's perspective.

Required Courses - 12 credit hours

- SEM-5100 - Fundamentals of School Safety, Security, & Emergency Management
- SEM-5300 - Threat Assessment Fundamentals
- SEM-5400 - School Safety Plans for Practitioners
- SEM-5500 - Restorative Justice and Other Alternatives to Student Discipline

Master of Arts in Teaching, MAT

Description of Program

Aligned with the standards of The Interstate Teacher Assessment and Support Consortium (In TASC), the MAT degree is ideal for the student who seeks educator preparation to support the learning and development of PK12 populations. Students in the MAT program will choose an area of specialization from one of eight areas of Curriculum and Teaching, Early Childhood Education, Reading Education, Special Education, E-learning, Sport Management, Athletic Coaching, or English Language Learning. The MAT is a progressive program that prepares students to meet the growing nationwide need across PK12 learning communities for qualified and prepared educators.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MAT.

Learning Outcomes

- Apply human development theories to instructional methods supporting developmentally appropriate and academically challenging learning experiences for students
- Create collaborative environments through instructional methods supporting active learning and student self-direction
- Evaluate instructional and assessment practices ensuring student mastery of the content
- Adapt multiple methods of assessment to engage learners in their own growth and provide data to support continuous program improvement
- Design cross-disciplinary curriculum and instruction supporting student attainment of learning goals
- Model ethical behavior in all aspects of the profession

Basis for Admissions

Admission to a Master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. In addition, the MAT program requires a completion of an alternative teacher certification program.

Degree Requirements

The Master of Arts in Teaching (MAT) requires 33 credit hours for degree completion, including the successful completion of an approved alternative certification prior to admission to the MAT program. Graduates of the Teacher Ready alternative certification program receive 9 credit hours toward the MAT degree, and graduates from other alternative certification programs may be considered, pending transcript review. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MAT program includes 12 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree or form of certification in order to strengthen fundamental skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Students end the program with a 3 credit-hour capstone course.

The MAT degree program has the following graduation requirements:

- A minimum of 21 credit hours of graduate instruction in education must be completed through the University
- Successful completion of any MAT core course signature assignment with a grade of "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer, with a maximum of 9 semester credit hours applied for the completion of the Teacher Ready certification, in the Master of Arts in Teaching for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 13 months.

Additional MAT Information

Certification and Licensing

Alternative teaching certification is required for admission into the program. Program does not purport to provide licensure or certification in any particular state or country.

Sanford College of Education Curriculum

The Sanford College 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 Sanford College of Education sequence of courses undergoes constant review to ensure that, while maintaining depth of focus, the program also includes the latest educational innovations and the tools MAT students need to incorporate those innovations into pedagogy. All Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

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

- MAT-5001 - Foundations of Teaching and Learning
- MAT-5002 - Planning and Presenting Instruction for Diverse Learners
- MAT-5003 - Diversity, Inclusion and Exceptional Learners
- MAT-5004 - Technology for the 21st Century Classroom
- Specialization Course 1
- Specialization Course 2

- Specialization Course 3
- MAT-5005 - Capstone for Teachers

Athletic Coaching (AC) Specialization

Coaching sports in the educational setting is a growing discipline with no formalized training process for those interested in this profession. This program is designed to enhance coaching leadership skills for both coaches and athletes. The curriculum focuses on practical and successful coaching strategies; introduces the student to the latest athletic performance improvement techniques; and examines the application of ethics and values in all aspects of coaching sport. The specialization is designed for professional educators interested in athletic coaching opportunities and offers an outstanding professional development opportunity for those already serving as coaches by advancing knowledge and skills in the field.

Specialization Courses – 9 credit hours

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

Sport and Athletic Management (SM) Specialization

Both coaching and athletic administration are growing as professional disciplines. This specialization is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sport and Athletic Management specialization offers an outstanding professional development opportunity for those already serving as coaches and athletic administrators by advancing their knowledge and skills in the field.

Courses focus on leadership, legal aspects in athletics, financial analysis, marketing, sports governance, events and facilities management, and ethics. Basic concepts are addressed in each course and application of those concepts is emphasized. Courses will have a contemporary focus, emphasizing current problems and opportunities directly related to the student's work setting.

Specialization Courses – 9 credit hours

- SM-5000 - Leadership and Administration of Athletic Programs
- ED-5204 - Ethics in Sport
- SM-5012 - Issues in Athletic Administration

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest represented in a distinct specialization. Your specialization prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MEd.

Learning Outcomes

- Use technology to advance goals and outcomes in educational settings
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

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

Degree Requirements

Graduates of the University's MEd program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through University
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Additional MEd Information

Rio Salado College Post-Baccalaureate Transfer Students

The University's Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for up to 18 credits to be transferred to the University embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College 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 Sanford College 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 Sanford College 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 Sanford College of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

Course Sequence

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

- EDU-5000 - Foundations for Graduate Study in Education
- Specialization Course 1
- ED-5100 - Scholarly Writing and Using Research
- Specialization Course 2
- ED-5045 - Technology and a Vision for the Future - MEd -or- ID-5045 - Design Principles for Multimedia Learning - MEd *
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- ED-6500 - MEd Capstone
  * May be substituted with a course from the student's specialization with Dean approval.

Adult Learning and Workforce Education (AL) Specialization

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

Specialization Courses – 18 credit hours

- OL-5103 - Leading Change and Organizational Renewal
- GTD-5011 - Introduction to Best Practices for Training and Presenting to International Audiences
- ED-5038 - The Art and Science of Adult Education
- EL-5006 - Adult Learning Theories
- GTD-5000 - Human Performance and Improvement
- GTD-5013 - Evaluating Training Programs

Athletic Coaching (AC) Specialization

Coaching sports in the educational setting is a growing discipline with no formalized training process for those interested in this profession. This program is designed to enhance coaching leadership skills for both coaches and athletes. The curriculum focuses on practical and successful coaching strategies; introduces the student to the latest athletic performance improvement techniques; and examines the application of ethics and values in all aspects of coaching sport.

The specialization is designed for professional educators interested in athletic coaching opportunities and offers an outstanding professional development opportunity for those already serving as coaches by advancing knowledge and skills in the field.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- AC-5000 - Leadership in Coaching Today's Athlete
- AC-5002 - Legal Aspects in Coaching
- ED-5204 - Ethics in Sport
- AC-5006 - Sport Nutrition

- AC-5008 - Coaching Psychology
- AC-5010 - Performance Enhancement in Sport
- AC-5012 - Coaching Fundamentals of Speed Development
- AC-5014 - Coaching Theory, Methods, and Issues

Corporate Wellness (CPW) Specialization

The Master of Education with a specialization in Corporate Wellness program is designed to prepare researchers and practitioners for leadership roles in higher education, preventive health care, community health care settings, wellness coaching, business and fitness industry, and government agencies. This specialization has an interdisciplinary focus and prepares students for careers in academics, research and in Fitness and Health Promotion. The specialization is designed for educators, fitness professionals, military personnel, corporate health care providers, personal trainers, coaches, and students who want to pursue a career in health and wellness and health care related industries. The courses consist of health and wellness education concepts designed to create an optimal mind, body and spirit approach to health and wellness in research and practice for the general population and special populations. This specialization will provide students with an emphasis on health and wellness education research and a practical approach to the corporate industry dealing with worksite health promotion, public preventive health services, and current topics in corporate fitness and wellness.

Specialization Courses – 18 credit hours

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

- CPW-5010 - Wellness Coaching - Lifestyle Change
- CPW-5011 - Wellness Leadership and Professional Development
- CPW-5012 - Business Aspects in Corporate Fitness and Wellness
- CPW-5013 - Worksite Health Promotion
- ED-5036 - Innovation and Change
- ED-5041 - Adult Learning Strategies to Improve Organizational Efficacy

Instructional Leadership (IL) Specialization

Contemporary schools are often funded and ranked on their ability to assess and guarantee learning. This specialization introduces analysis of the instructional capacity of schools, improving student achievement, and develops teacher leaders in providing assessment and improvement strategies. Organizational development and educational change are also addressed in this specialization. Students utilize reflective decision making to assist with the development and implementation of practical solutions to education issues.

Specialization Courses – 18 credit hours

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

- CT-5003 - Principles of Teaching & Learning
- ED-5012 - Leadership in Educational Organizations
- ED-5016 - Instructional Supervision and Leadership
- IL-5000 - Instructional Leader as Creator of Learning Culture
- IL-5001 - Instructional Leader as Advocate and Decision Maker
- IL-5002 - Instructional Leader as Community Conduit

Leadership in Higher Education (LHE) Specialization

This specialization prepares students to excel in higher education leadership and to pursue careers as higher education specialists and managers. The focus is on legal issues, finance, and organizational leadership in higher education.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- LHE-5004 - The Organization of Higher Education
- LHE-5005 - Exploring Legal Issues in Higher Education
- LHE-5008 - Financial Issues in Higher Education
- LHE-5009 - A History of Higher Education
- LHE-5010 - Topics in Higher Education
- LHE-5011 - Leadership for Higher Education
- LHE-5013 - The Community College

Organizational Leadership (OL) Specialization

Students develop skills to be effective organizational leaders by building a knowledge base in conflict resolution, organizational capacity, and executive leadership skills. The curriculum serves to enhance the student's understanding and practice of leadership in a variety of educational fields.

Specialization Courses – 18 credit hours

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

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

School Safety, Security and Emergency Management (SEM) Specialization

Students who feel safe and secure at school are better able to learn by engaging the curriculum, their teachers, and their peers. This specialization offers certified teachers and classified staff three distinct and connected domains: school safety, school security, and school emergency management. You will learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice and other alternatives to student discipline; and how to contribute, implement, and improve school safety plans through a practitioner's perspective. You will demonstrate your proficiency through a capstone project in the final course.

Specialization Courses – 18 credit hours

- SEM-5100 - Fundamentals of School Safety, Security, & Emergency Management
- SEM-5200 - School Safety and Security Technologies
- SEM-5300 - Threat Assessment Fundamentals
- SEM-5400 - School Safety Plans for Practitioners
- SEM-5500 - Restorative Justice and Other Alternatives to Student Discipline
- SEM-5600 - Capstone for School Safety, Security, and Emergency Management

Sport and Athletic Management (SM) Specialization

Both coaching and athletic administration are growing as professional disciplines. This specialization is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sport and Athletic Management specialization offers an outstanding professional development opportunity for those already serving as coaches and athletic administrators by advancing their knowledge and skills in the field.

Courses focus on leadership, legal aspects in athletics, financial analysis, marketing, sports governance, events and facilities management, and ethics. Basic concepts are addressed in each course and application of those concepts is emphasized. Courses will have a contemporary focus, emphasizing current problems and opportunities directly related to the student's work setting.

Specialization Courses – 18 credit hours

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

- SM-5000 - Leadership and Administration of Athletic Programs
- SM-5002 - Legal Aspects in Athletics
- ED-5204 - Ethics in Sport
- SM-5006 - Sports Governance and Policy Development
- SM-5010 - Marketing in Athletics
- SM-5012 - Issues in Athletic Administration

Master of Education in Educational Leadership, MEd

Description of Program

In the Masters of Education (MEd) degree in Educational Leadership, you will develop knowledge, skills, and leadership traits required for educational leadership roles within diverse organizations. As you critically analyze a broad range of disciplinary theories, leadership trends, and traits, including data decision-making and evidence-based educational practice, you will be prepared to make research-based, ethical decisions that improve issues, systems, and practice within current and emerging educational organizations. While the degree is not specific to PK-12 education, the program does align with the Professional Standards for Educational Leaders (formerly ISLLC/ ELCC).

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MEEDL.

Learning Outcomes

- Apply quality standards to enhance instructional rigor and instructional strategies fostering student learning and development and augment teacher professional development
- Select strategies to cultivate an inclusive and supporting learning environment to enhance accessibility, community collaboration, and student success
- Analyze the aspects of professional capacity and resource needs for a quality professional learning community promoting an effective and efficient learning environment for all teachers, staff, and students
- Synthesize current educational research and theory within educational evidence-based practice for ongoing school improvement
- Facilitate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice

Basis for Admissions

A bachelor's degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Education (MEd) in Educational Leadership (EdL) requires 30 credit hours for degree completion. The MEEDL program includes one foundational course, taken by all students regardless of their undergraduate degree, which forms and strengthens fundamental skills. The next 24 credit hours in the program are core courses that capture the essence of educational leadership. Students end the program with a 3 credit hour capstone course.

- The MEEDL degree program has the following graduation requirements:
- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the MEEDL for graduate course work completed at an external, accredited college or university with a course grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Additional MEEDL Information

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEEDL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College 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 Sanford College 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 Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

- EDU-5000 - Foundations for Graduate Study in Education
- ED-5012 - Leadership in Educational Organizations
- EDL-5004 - School Law
- ED-5016 - Instructional Supervision and Leadership
- ED-5044 - Technology and a Vision for the Future
- EDL-5013 - School Finance
- ED-5015 - School Safety
- EDL-5033 - School Based Leadership
- ED-5031 - Policy and Politics in the Administration of Education
- ED-6600 - MEd-EdL Capstone

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Education certificate, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Basis for Admissions

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

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 13 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

- Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, assuming the student officially applies for the Post-Master's Certificate prior to completing the fourth course in the Post-Master's Certificate series.
- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Instructional Design Leadership (ID)

This post-master's certificate builds on your experiences as an instructional designer to prepare you for leadership among design teams. This certificate develops your skills related to project management, collaboration, and evaluation of both design products and the processes that produced them. You will also explore ethical and legal considerations of content, especially in the online environment. The certificate concludes with special considerations specific to leadership in instructional design.

Required Courses- 18 credit hours

- ID-7020 - Leading and Managing Complex Design Projects
- ID-8030 - Collaboration in Design Practices and Products
- ID-8040 - Evaluation of Design Processes and Products
- EL-7007 - Developing Online Content Ethically and Legally
- EDL-9500 - Innovation for Change in Educational Organizations
- ID-7080 - Special Considerations for the ID Leader

Instructional Leadership (IL)

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

Required Courses - 18 credit hours

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education

Leadership in Higher Education (LHE)

This certificate supports your ability to lead in a variety of higher education institutions. You will examine leadership across different functions, such as student services, strategic planning, and academic program and curriculum development, as well as different types of institutions, such as public, private, for profit, and non-profit. You will also explore the leader's role in other institutional operations related to legal and financial considerations.

Required Courses - 18 credit hours

- LHE-7100 - Leadership, Management, and Supervision in Higher Education
- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- LHE-7600 - Strategic Planning and Operations in Higher Education

Organizational Leadership (OL)

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

Required Courses - 18 credit hours

- OL-7100 - Conflict Resolution and Mediation
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education

- OL-7104 - Leadership in Nonprofit Organizations
- EDL-9500 - Innovation for Change in Educational Organizations

School Safety, Security, and Emergency Management

The school safety, security, and emergency management certificate is designed to allow learners to focus on the three areas unique to the title. Students who feel safe and secure at school are better able to learn by engaging with the curriculum, their teachers, and their peers. This certificate offers K-12 professionals and other related emergency management or district management personnel the opportunity to learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice, and other alternatives to student discipline; and how to contribute, implement and improve school safety plans. Further, a theoretical underpinning of these issues and the needed response will be examined. Learners will demonstrate their proficiency through a capstone project in the final certificate course.

Required Courses - 18 credit hours

- SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- SEM-7400 - Violence Prevention and Response
- SEM-7500 - All-Hazards Response and Recovery
- SEM-7600 - Capstone: Developing Strategies and Policies to Further Safety, Security, and Emergency Management Practices

Sport and Athletic Management (SM)

Both coaching and athletic administration are growing as professional disciplines. This program is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sport and Athletic Management specialization is for professional educators interested in K-12 athletic administration and offers an outstanding professional development opportunity for those already serving as coaches and athletic administrators by advancing their knowledge and skills in the field.

Courses focus on leadership, legal aspects in athletics, financial analysis, marketing, sports governance, events and facilities management, ethics. Basic concepts are addressed in each course and application of those concepts emphasized. Courses will have a contemporary focus, emphasizing current problems and opportunities related to the content area. Most courses will emphasize projects and activities directly related to the student's work setting.

Required Courses - 18 credit hours

- SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics
- SM-7103 - Intercollegiate Sport Governance
- SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics
- SM-7109 - Sport Compliance
- SM-7112 - Advising the Student Athlete
- SM-7115 - Facility Management and Programming

Education Specialist, EdS

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders within a chosen field of study. Each specialization within the EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdS.

Learning Outcomes

- Develop skills to support educational practices across diverse instructional and organizational settings
- Communicate with diverse audiences about educational theories, research, and practices
- Analyze professional skills, dispositions, and technology options for learning and educating diverse groups
- Apply evidence-based solutions for addressing educational, organizational, and societal issues
- Analyze current research, theories, and instructional practices in educational and organizational environments

Basis for Admissions

Admission to the Education Specialist (EdS) program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The EdS Program may be completed in 33 credits. An Academic and Finance Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the Education Specialist degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program. See the Transfer Credit Policy for additional information.

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, specialization courses, and the capstone course with a Grade Point Average of 3.00 (B) or higher.

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills.

Time to Completion

The University allows 5 years to complete all education specialist programs of 33 credits or less.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Education requires two Foundations courses, six Specialization courses, two Research courses, and one Capstone course for a total of 33 credit hours.

Both the Education Specialist (EdS) and Educational Specialist in Educational Leadership (EdS-EdL) require all foundations courses and specialization or core courses be completed prior to students starting the capstone course

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- EDR-8300 - The Research Process
- EDR-8400 - Advanced Qualitative Methodology and Designs -or- EDR-8500 - Advanced Quantitative Methodology and Designs
- ED-7053 - Education Specialist Capstone Project

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 improvement and reform to enhance student achievement.

Specialization Courses – 18 credit hours

Students will be required to take the first three specialization courses and then choose three of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment

Select Three of the Following:

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- OL-7100 - Conflict Resolution and Mediation
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education

Leadership in Higher Education (LHE) Specialization

This specialization prepares you to lead in a variety of higher education institutions. You will examine leadership across different functions, such as student services, strategic planning, and academic program and curriculum development, as well as different types of institutions, such as public, private, for profit, and non-profit. You will also explore the leader's role in other institutional operations related to legal and financial considerations.

Specialization Courses – 18 credit hours

Students will be required to take the first three specialization courses and then choose three of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7600 - Strategic Planning and Operations in Higher Education

Select Three of the Following:

- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- EDL-9500 - Innovation for Change in Educational Organizations
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

Learning Analytics in Higher Education (LAHE) Specialization

This specialization seeks to immerse the student into the ever growing field of learner analytics. Students will be exposed to history of data analytics, which includes the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in higher education. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the education world, as well as provide and introduction into the components of datum, data mining, and types of data analytics, inclusive of tools to extract and analyze data educational research methods, and relative predictive statistical test that are used in the field. Exposure to important issues within the realm of learning analytics, such as technology and the role of Learning Management Systems (LMS) in personal learning, intelligent data, and adaptive modeling is also crucial to the student. Additionally, this specialization will address key components of data integrity such as data privacy (FERPA), data security and time sensitivity, as well as identify

relevant higher education users and key stakeholders and discuss how to build institutional capacity and drive improvement by properly using learning analytics to improve educational outcomes.

Specialization Courses - 18 credit hours

- LAHE-7000 - Introduction to Learning and Knowledge Analytics
- LAHE-7001 - Using Educational Data
- LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education
- LAHE-7003 - Applying Learning Analytics in Higher Education
- LAHE-7004 - Learning Analytic Tools
- LAHE-7005 - Implementing a Higher Education Learning Analytics Project

Learning Analytics in K-12 Education (LAK) Specialization

The Learning Analytics in K-12 Education specialization seeks to immerse the student into this increasingly popular and growing field of educational learning analytics. Student will be exposed to the history of data analytics, including the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in K-12 learning environments. Students will learn the difference between Academic and Learning Analytics and understand the role technology and data mining plays in both. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the K-12 educational world, such as demographics, academic ability, academic performance, academic history, academic effort, student engagement measures, technology and online facility measures, school support indicators such as tutoring, technology and online learning tools, and family financial aid well as socioeconomic background information.

Specialization Courses - 18 credit hours

- LAK-7000 - Introduction to Learning Analytics
- LAK-7001 - K-12 Educational Data
- LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective
- LAK-7003 - K-12 Learning Analytic Considerations
- LAK-7004 - K-12 Analytic Tools
- LAK-7005 - Implementing a K-12 Analytics Project

Organizational Leadership (OL) Specialization

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

Specialization Courses – 18 credit hours

Students will be required to take the first three specialization courses and then choose three of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- OL-7100 - Conflict Resolution and Mediation

Select Three of the Following:

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations

- EDL-9600 - Policy Development & Implementation in PK-12 Education
- OL-7104 - Leadership in Nonprofit Organizations
- LHE-7600 - Strategic Planning and Operations in Higher Education
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

School Safety, Security and Emergency Management (SEM) Specialization

The school safety, security, and emergency management specialization is designed to allow learners to focus on the three areas unique to the specialization title. Students who feel safe and secure at school are better able to learn by engaging with the curriculum, their teachers, and their peers. This specialization offers K-12 professionals and other related emergency management or district management personnel the opportunity to learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice, and other alternatives to student discipline; and how to contribute, implement and improve school safety plans. Further, a theoretical underpinning of these issues and the needed response will be examined. Learners will demonstrate their proficiency through a capstone project in the final specialization course.

Specialization Courses - 18 credit hours

- SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- SEM-7400 - Violence Prevention and Response
- SEM-7500 - All-Hazards Response and Recovery
- SEM-7600 - Capstone: Developing Strategies and Policies to Further Safety, Security, and Emergency Management Practices

Sport and Athletic Management (SM) Specialization

The Education Specialist degree with a specialization in Sport and Athletic Management provides educators with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sport and Athletic Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics
- SM-7103 - Intercollegiate Sport Governance
- SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics
- SM-7109 - Sport Compliance
- SM-7112 - Advising the Student Athlete
- SM-7115 - Facility Management and Programming
- SM-7118 - Financial Administration of Sports Facilities and Programs

Education Specialist in Educational Leadership, EdS

Description of Program

In this program, you will build on the knowledge, skills, and leadership dispositions acquired through a master's degree and educational practice. You will critically analyze at an advanced level how a broad range of leadership theories, trends, and dispositions can be applied across diverse organizations. You will be prepared to make research-based, ethical decisions that improve issues, systems, and practice within current and emerging educational organizations. While the degree is not specific to PK-12 education, the program does align with the Professional Standards for Educational Leaders (PSEL).

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

- Apply quality standards to enhance instructional rigor and instructional strategies fostering student learning and development and augment teacher professional development
- Analyze the aspects of professional capacity and resource needs for a quality professional learning community promoting an effective and efficient learning environment for all teachers, staff, and students
- Facilitate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice
- Evaluate and select strategies to cultivate an inclusive and supportive learning environment to enhance accessibility, community collaboration, and student success
- Synthesize current educational research and theories within evidence-based practice for ongoing school improvement

Basis for Admissions

Admission to the EdS-EdL requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Education Specialist (EdS) in Educational Leadership (EdL) requires 33 credit hours for degree completion. The EdS-EdL program includes two foundational courses (6 credit hours) and eight core courses (24 credit hours) which must be completed prior to engaging in the final, 3 credit hour capstone course.

The EdS-EdL degree program has the following graduation requirements:

- A minimum of 21 credit hours of graduate instruction must be completed through the University
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the EdS-EdL program. See the Transfer Credit Policy for additional information.

Time to Completion

The University allows 5 years to complete all educational specialist programs of 33 credits or less.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Educational Leadership requires two Foundations courses, two Core courses, four Specialization courses, two Research courses, and one Capstone course for a total of 33 credit hours.

Both the Education Specialist (EdS) and Educational Specialist in Educational Leadership (EdS-EdL) require all foundations courses and specialization or core courses be completed prior to students starting the capstone course. Students will be able to choose between two specializations (PK-12 and Higher Education). Each specialization has a different set of core specialization courses.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
  Required Specialization Courses:
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- EDR-8300 - The Research Process
- EDR-8400 - Advanced Qualitative Methodology and Designs - OR - EDR-8500 - Advanced Quantitative Methodology and Designs
- ED-7055 - Capstone Project in EdS-EdL

Higher Education Specialization - 12 credit hours

Required Specialization Courses:

- LHE-7300 - Legal Issues in Higher Education
- LHE-7600 - Strategic Planning and Operations in Higher Education
  Select Two of the Following:
- LHE-7200 - Student Services in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education

- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- EDL-9500 - Innovation for Change in Educational Organizations

PK-12 Specialization - 12 credit hours

Required Specialization Courses:

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education

Select Two of the Following:

- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- OL-7100 - Conflict Resolution and Mediation
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education

Doctor of Education, EdD

Description of Program

The Doctor of Education degree program is designed for professionals who seek to lead improvements in practice within educational organizations. You will integrate theoretical constructs into your considerations of complex professional problems, developing strategies, tactics, and policies not only to improve practice and ensure regulatory compliance, but also with attention to issues of equity, inclusion, social justice, and ethical conduct.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdD.

Note: The program sequence below is open to new students and re-entry students gone more than 365 days only. Students who enrolled prior to April 1, 2019 must continue in the program sequence as stated in the catalog under which they enrolled.

Learning Outcomes

- Recommend policies advancing equity and social justice in educational organizations
- Select ethical and regulatory compliant actions supporting the mission and vision of organizations
- Develop leadership skills through the integration of theoretical constructs with professional practice
- Create strategic and tactical plans to improve organizations
- Construct theory-informed decisions for addressing complex problems of practice

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States
- A master's degree in nursing (MSN)

Degree Requirements

The EdD Program requires 48 credits for degree completion. Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.
- Doctoral courses are comprised of methods, the pre-candidacy prospectus, and the dissertation with a Grade Point Average of 3.00 (B) or higher.
- EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;

- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 33 months (36 months for Nursing Education specialization).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months (36 months for Nursing Education specialization).

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required.

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Assessment. Upon successful completion of the Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Language Learning (ELL), Instructional Leadership (IL), Special Education (SE), and Sport Management (SM) have a curriculum focused on the PK-12 environment.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5 **(Nursing Education specialization only)**
- Specialization Course 6 **(Nursing Education specialization only)**
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Instructional Leadership (IL) Specialization

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

Specialization Courses – 12 credit hours

Students are required to take 4 specializations courses. Students will be required to take the first three specialization courses and then choose one of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment

Select One of the Following:

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- OL-7100 - Conflict Resolution and Mediation
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education

Leadership in Higher Education (LHE) Specialization

This specialization prepares you to lead in a variety of higher education institutions. You will examine leadership across different functions, such as student services, strategic planning, and academic program and curriculum development, as well as different types of institutions, such as public, private, for profit, and non-profit. You will also explore the leader's role in other institutional operations related to legal and financial considerations.

Specialization Courses – 12 credit hours

Students are required to take 4 specializations courses. Students will be required to take the first three specialization courses and then choose one of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7600 - Strategic Planning and Operations in Higher Education

Select One of the Following:

- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education

- LHE-7500 - Financial Considerations in Higher Education
- EDL-9500 - Innovation for Change in Educational Organizations
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

Learning Analytics in Higher Education (LAHE) Specialization

This specialization seeks to immerse the student into the ever growing field of Learner Analytics. Students will be exposed to history of data analytics, which includes the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in higher education. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the education world, as well as provide and introduction into the components of datum, data mining, and types of data analytics, inclusive of tools to extract and analyze data, educational research methods, and relative predictive statistical test that are used in the field. Exposure to important issues within the realm of learning analytics, such as technology and the role of Learning Management Systems (LMS) in personal learning, intelligent data, and adaptive modeling is also crucial to the student. Additionally, this specialization will address key components of data integrity such as data privacy (FERPA), data security and time sensitivity, as well as identify relevant higher education users and key stakeholders and discuss how to build institutional capacity and drive improvement by properly using learning analytics to improve educational outcomes.

Specialization Courses – 12 credit hours

Select 4 courses from the following:

- LAHE-7000 - Introduction to Learning and Knowledge Analytics
- LAHE-7001 - Using Educational Data
- LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education
- LAHE-7003 - Applying Learning Analytics in Higher Education
- LAHE-7004 - Learning Analytic Tools
- LAHE-7005 - Implementing a Higher Education Learning Analytics Project

Learning Analytics in K-12 Education (LAK) Specialization

The Learning Analytics in K-12 Education specialization seeks to immerse the student into this increasingly popular and growing field of educational learning analytics. Student will be exposed to the history of data analytics, including the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in K-12 learning environments. Students will learn the difference between Academic and Learning Analytics and understand the role technology and data mining plays in both. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the K-12 educational world, such as demographics, academic ability, academic performance, academic history, academic effort, student engagement measures, technology and online facility measures, school support indicators such as tutoring, technology and online learning tools, and family financial aid well as socioeconomic background information.

Specialization Courses - 12 credit hours

Select 4 courses from the following:

- LAK-7000 - Introduction to Learning Analytics
- LAK-7001 - K-12 Educational Data
- LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective
- LAK-7003 - K-12 Learning Analytic Considerations
- LAK-7004 - K-12 Analytic Tools
- LAK-7005 - Implementing a K-12 Analytics Project

Nursing Education (NUR) Specialization

The principal mission of this specialization is to prepare nurse educators and leaders in nursing education. In this interdisciplinary specialization, students take courses in the Sanford College of Education and the School of Health Professions, Department of Nursing. The recent shortage of nursing faculty has resulted in a scarcity of enrollment vacancies in U.S. nursing programs. It is this gap that the University's Nursing Education specialization is designed to fill.

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

Specialization Courses – 18 credit hours

- NUR-7000 - Nursing Education Theories and Concepts
- NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader
- NUR-7002 - Nurse as Educator
- NUR-7003 - Evidenced-Based Teaching in Nursing
- NUR-7004 - Teaching with Technology in Nursing Education
- NUR-7005 - Assessment and Evaluation in Nursing Education

Organizational Leadership (OL) Specialization

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

Specialization Courses – 12 credit hours

Students are required to take 4 specializations courses. Students will be required to take the first three specialization courses and then choose one of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- OL-7100 - Conflict Resolution and Mediation

Select One of the Following:

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- OL-7104 - Leadership in Nonprofit Organizations
- LHE-7600 - Strategic Planning and Operations in Higher Education
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

School Safety, Security and Emergency Management (SEM) Specialization

The school safety, security, and emergency management specialization is designed to allow learners to focus on the three areas unique to the specialization title. Students who feel safe and secure at school are better able to learn by engaging with the curriculum, their teachers, and their peers. This specialization offers K-12 professionals and other related emergency

management or district management personnel the opportunity to learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice, and other alternatives to student discipline; and how to contribute, implement and improve school safety plans.

Specialization Courses - 12 credit hours

- SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- SEM-7400 - Violence Prevention and Response
- SEM-7500 - All-Hazards Response and Recovery

Sport and Athletic Management Specialization

The Doctor of Education degree with a specialization in Sport and Athletic Management provides educators with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sport and Athletic Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

Specialization Courses – 12 credit hours

Select 4 courses from the following:

- SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics
- SM-7103 - Intercollegiate Sport Governance
- SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics
- SM-7109 - Sport Compliance
- SM-7112 - Advising the Student Athlete
- SM-7115 - Facility Management and Programming
- SM-7118 - Financial Administration of Sports Facilities and Programs

Doctor of Education in Educational Leadership, EdD

Description of Program

The Doctor of Education (EdD) degree in Educational Leadership (EdL) is a practitioner-researcher degree designed to prepare educational leaders who desire to improve educational practice across private and public sectors of PK-12, higher education, military, and corporate learning organizations. You will acquire skills to ethically address the complex problems within educational practice using data-driven decision-making and other conceptual frames linking systematic inquiry with innovative solutions. The degree culminates in the completion of empirical research with direct implications for educational practice.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

- Illustrate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice

- Determine the aspects of professional capacity and resource needs for a quality professional learning community within a sector-specific learning organization
- Develop effective leadership traits to improve educational practice across diverse learning organizations within public and private sectors
- Devise informed evidence-based solutions to address a complex problem from educational practice
- Conduct empirical research to address a complex problem within educational practice

Basis for Admissions

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Education (EdD) in Educational Leadership (EdL) requires 54 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the pre-candidacy prospectus, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The EdD-EdL degree program has the following graduation requirements:

- A minimum of 42 credit hours of graduate instruction must be completed through the University
- Official transcripts on file for all transfer credits accepted by the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- University Approval of Dissertation Manuscript and Oral Presentation completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the EdD-EdL program.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 41 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 35 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The EdD-EDL has two specializations (Pk-12 and Higher Education). All EdD-EDL students will take two introductory courses and six specialization courses. EdD-EDL students in PK-12 will then take their remaining specialization courses (four required and two electives courses) within the PK-12 specialization, and EdD-EDL students in Higher Education will then take their remaining specialization courses (four required and two electives courses) within the Higher Education specialization.

All EdD-EDL students, regardless of specialization, will then take a series of research courses, a comprehensive examination course, and a series of dissertation courses.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
  Required Specialization Courses:
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process

- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9602E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Higher Education Specialization - 18 credit hours

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7300 - Legal Issues in Higher Education
- LHE-7600 - Strategic Planning and Operations in Higher Education

Select Two of the Following:

- LHE-7200 - Student Services in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- EDL-9500 - Innovation for Change in Educational Organizations

PK-12 Specialization - 18 credit hours

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education

Select Two of the Following:

- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- OL-7100 - Conflict Resolution and Mediation
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education

Doctor of Philosophy in Education, PhD

Description of Program

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

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University

(excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course

- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Dissertation Handbook that explains the process and the 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 the University will provide the faculty, the academic support and process to assist with the attainment of high academic goals. There is an oral dissertation defense.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

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

must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

*The elective course can be satisfied with any doctoral level Sanford College of Education course. The course listed in the degree plan can be changed upon request. Students should contact their Academic and Finance Advisor for assistance.

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- Elective Course*
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis -or- EDR-8202 - Statistics II
- CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Instructional Leadership (IL) Specialization

The program provides knowledge in educational leadership research, theory, and practices applicable to higher education. Research and analysis are conducted to identify future directions of national and global higher education focused on educational change through policy development and educational reform.

Specialization Courses – 18 credit hours

Students will be required to take the first three specialization courses and then choose three of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment

Select Three of the Following:

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- OL-7100 - Conflict Resolution and Mediation
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education

Leadership in Higher Education (LHE) Specialization

This specialization prepares you to lead in a variety of higher education institutions. You will examine leadership across different functions, such as student services, strategic planning, and academic program and curriculum development, as well as different types of institutions, such as public, private, for profit, and non-profit. You will also explore the leader's role in other institutional operations related to legal and financial considerations.

Specialization Courses – 18 credit hours

Students will be required to take the first three specialization courses and then choose three of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7600 - Strategic Planning and Operations in Higher Education

Select Three of the Following:

- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- EDL-9500 - Innovation for Change in Educational Organizations
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

Learning Analytics in Higher Education (LAHE) Specialization

This specialization seeks to immerse the student into the ever growing field of Learner Analytics. Students will be exposed to history of data analytics, which includes the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in higher education. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the education world, as well as provide and introduction into the components of datum, data mining, and types of data analytics, inclusive of tools to extract and analyze data, educational research methods, and relative predictive statistical test that are used in the field. Exposure to important issues within the realm of learning analytics, such as technology and the role of Learning Management Systems (LMS) in personal learning, intelligent data, and adaptive modeling is also crucial to the student. Additionally, this specialization will address key components of data integrity such as data privacy (FERPA), data security and time sensitivity, as well as identify

relevant higher education users and key stakeholders and discuss how to build institutional capacity and drive improvement by properly using learning analytics to improve educational outcomes.

Specialization Courses - 18 credit hours

- LAHE-7000 - Introduction to Learning and Knowledge Analytics
- LAHE-7001 - Using Educational Data
- LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education
- LAHE-7003 - Applying Learning Analytics in Higher Education
- LAHE-7004 - Learning Analytic Tools
- LAHE-7005 - Implementing a Higher Education Learning Analytics Project

Learning Analytics in K-12 Education (LAK) Specialization

The Learning Analytics in K-12 Education specialization seeks to immerse the student into this increasingly popular and growing field of educational learning analytics. Student will be exposed to the history of data analytics, including the identification of both early and prominent foundations of learner analytics, as well as an introduction to key theories, leading experts, useful best practices, and applications in K-12 learning environments. Students will learn the difference between Academic and Learning Analytics and understand the role technology and data mining plays in both. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the K-12 educational world, such as demographics, academic ability, academic performance, academic history, academic effort, student engagement measures, technology and online facility measures, school support indicators such as tutoring, technology and online learning tools, and family financial aid well as socioeconomic background information.

Specialization Courses - 18 credit hours

- LAK-7000 - Introduction to Learning Analytics
- LAK-7001 - K-12 Educational Data
- LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective
- LAK-7003 - K-12 Learning Analytic Considerations
- LAK-7004 - K-12 Analytic Tools
- LAK-7005 - Implementing a K-12 Analytics Project

Organizational Leadership (OL) Specialization

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this specialization equips students with the tools necessary to make things happen in any organization. This specialization concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. This curriculum is based in applied research, providing exploration of issues and resolutions in contemporary organizations and the opportunity to contribute new knowledge in the field.

Specialization Courses – 18 credit hours

Students will be required to take the first three specialization courses and then choose three of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- OL-7100 - Conflict Resolution and Mediation

Select Three of the Following:

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education

- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education

School Safety, Security and Emergency Management (SEM) Specialization

The school safety, security, and emergency management specialization is designed to allow learners to focus on the three areas unique to the specialization title. Students who feel safe and secure at school are better able to learn by engaging with the curriculum, their teachers, and their peers. This specialization offers K-12 professionals and other related emergency management or district management personnel the opportunity to learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice, and other alternatives to student discipline; and how to contribute, implement and improve school safety plans. Further, a theoretical underpinning of these issues and the needed response will be examined. Learners will demonstrate their proficiency through a capstone project in the final specialization course.

Specialization Courses - 18 credit hours

- SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- SEM-7400 - Violence Prevention and Response
- SEM-7500 - All-Hazards Response and Recovery
- SEM-7600 - Capstone: Developing Strategies and Policies to Further Safety, Security, and Emergency Management Practices

Sport and Athletic Management (SM) Specialization

The Doctor of Philosophy in Sport and Athletic Management is a rigorous, research-based degree program requiring students to apply educational concepts and management principles in the planning, organizing, leading, and directing of sports and athletics. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and services. Because this growing field requires scholar-practitioners with proficiency across a wide range of skills, the curriculum allows for a multifaceted exploration aligned with industry standards. In this program, students will further their knowledge of competencies in athletic administration and coaching; explore working problems within the profession to discern solutions; and build an understanding of educational theories related to this field.

Specialization Courses - 18 credit hours

Select 6 courses from the following:

- SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics
- SM-7103 - Intercollegiate Sport Governance
- SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics
- SM-7109 - Sport Compliance
- SM-7112 - Advising the Student Athlete
- SM-7115 - Facility Management and Programming
- SM-7118 - Financial Administration of Sports Facilities and Programs

Doctor of Philosophy in Educational Leadership, PhD

Description of Program

The Doctor of Philosophy (PhD) degree in Educational Leadership (EdL) is a theoretical research degree designed to prepare educational leaders who desire to improve educational policy and research across private and public sectors of PK-12, higher education, military, and corporate learning organizations. You will acquire skills to ethically address the complex problems within educational practice using data-driven decision-making and other theoretical frames linking systematic inquiry with innovative, research-based solutions. The degree culminates in the completion of empirical dissertation research with direct implications for educational theory and policy.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

- Examine educational leadership, research, and policy from practice-based, evidence-based, and research-based perspectives
- Determine the aspects of professional capacity and resource needs for a quality professional learning community within sector-specific learning organizations
- Develop effective leadership traits to improve educational practice for diverse learning organizations within public and private sectors
- Devise a research- and theoretically-based examination of a complex problem within educational leadership
- Conduct theoretically-based empirical research to address a complex problem within educational leadership, research, or policy

Basis for Admissions

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Philosophy (PhD) in Educational Leadership (EdL) requires 60 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the pre-candidacy prospectus, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed

The PhD-EdL degree program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the PhD-EdL program. See the Transfer Credit Policy for additional information.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 46 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Dissertation Handbook that explains the process and University's dissertation support structure.

The PhD-EdL doctoral research courses, the PhD-EdL comprehensive course and the PhD-EdL dissertation courses are specifically designed as a guide through the process in an orderly and meaningful fashion and lead to the oral defense.

The dissertation is the capstone academic achievement of the PhD-EdL. The PhD-EdL dissertation is a scholarly documentation of the research. To earn the PhD-EdL the student must demonstrate the ability, motivation, and commitment and the University will provide the faculty, the academic support and process to assist with the attainment of high academic goals. There is also an oral defense.

The PhD-EdL research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD-EdL students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this goal through a systematic process leading to a high-quality completed dissertation. A PhD-EdL dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD-EDL has two specializations (Pk-12 and Higher Education). All PhD-EDL students will take seven total specialization courses. All PhD-EDL students will take the first two introductory courses and will then take their remaining specialization courses (four required and three electives courses) within the PK-12 specialization, and PhD-EDL students in Higher Education will then take their remaining specialization courses (four required and three electives courses) within the Higher Education specialization.

All PhD-EDL students, regardless of specialization, will then take a series of research courses, comprehensive examination course, and a series of dissertation courses.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
  Required Specialization Courses:
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- Specialization Course 7
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9702E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation

- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Higher Education Specialization - 21 credit hours

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7300 - Legal Issues in Higher Education
- LHE-7600 - Strategic Planning and Operations in Higher Education

Select Three of the Following:

- LHE-7200 - Student Services in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- EDL-9500 - Innovation for Change in Educational Organizations
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

PK-12 Specialization - 21 credit hours

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education

Select Three of the Following:

- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- OL-7100 - Conflict Resolution and Mediation
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education

Department of Special Education

Master of Arts in Teaching, MAT

Description of Program

Aligned with the standards of The Interstate Teacher Assessment and Support Consortium (In TASC), the MAT degree is ideal for the student who seeks educator preparation to support the learning and development of PK12 populations. Students in the MAT program will choose an area of specialization from one of eight areas of Curriculum and Teaching, Early Childhood Education, Reading Education, Special Education, E-learning, Sport Management, Athletic Coaching, or English Language

Learning. The MAT is a progressive program that prepares students to meet the growing nationwide need across PK12 learning communities for qualified and prepared educators.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MAT.

Learning Outcomes

- Apply human development theories to instructional methods supporting developmentally appropriate and academically challenging learning experiences for students
- Create collaborative environments through instructional methods supporting active learning and student self-direction
- Evaluate instructional and assessment practices ensuring student mastery of the content
- Adapt multiple methods of assessment to engage learners in their own growth and provide data to support continuous program improvement
- Design cross-disciplinary curriculum and instruction supporting student attainment of learning goals
- Model ethical behavior in all aspects of the profession

Basis for Admissions

Admission to a Master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. In addition, the MAT program requires a completion of an alternative teacher certification program.

Degree Requirements

The Master of Arts in Teaching (MAT) requires 33 credit hours for degree completion, including the successful completion of an approved alternative certification prior to admission to the MAT program. Graduates of the Teacher Ready alternative certification program receive 9 credit hours toward the MAT degree, and graduates from other alternative certification programs may be considered, pending transcript review. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MAT program includes 12 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree or form of certification in order to strengthen fundamental skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Students end the program with a 3 credit-hour capstone course.

The MAT degree program has the following graduation requirements:

- A minimum of 21 credit hours of graduate instruction in education must be completed through the University
- Successful completion of any MAT core course signature assignment with a grade of "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer, with a maximum of 9 semester credit hours applied for the completion of the Teacher Ready certification, in the Master of Arts in Teaching for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 13 months.

Additional MAT Information

Certification and Licensing

Alternative teaching certification is required for admission into the program. Program does not purport to provide licensure or certification in any particular state or country.

Sanford College of Education Curriculum

The Sanford College 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 Sanford College of Education sequence of courses undergoes constant review to ensure that, while maintaining depth of focus, the program also includes the latest educational innovations and the tools MAT students need to incorporate those innovations into pedagogy. All Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

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

- MAT-5001 - Foundations of Teaching and Learning
- MAT-5002 - Planning and Presenting Instruction for Diverse Learners
- MAT-5003 - Diversity, Inclusion and Exceptional Learners
- MAT-5004 - Technology for the 21st Century Classroom
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MAT-5005 - Capstone for Teachers

Special Education (SE) Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique

professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

Specialization Courses – 9 credit hours

- SE-5001 - Assessment in Special Education
- SE-5002 - Instructing Students with Specific Learning Disabilities
- SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest represented in a distinct specialization. Your specialization prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MEd.

Learning Outcomes

- Use technology to advance goals and outcomes in educational settings
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

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

Degree Requirements

Graduates of the University's MEd program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through University
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Additional MEd Information

Rio Salado College Post-Baccalaureate Transfer Students

The University's Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for up to 18 credits to be transferred to the University embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College 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 Sanford College 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 Sanford College 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 Sanford College of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

Course Sequence

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

- EDU-5000 - Foundations for Graduate Study in Education
- Specialization Course 1
- ED-5100 - Scholarly Writing and Using Research
- Specialization Course 2
- ED-5045 - Technology and a Vision for the Future - MEd -or- ID-5045 - Design Principles for Multimedia Learning - MEd *
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- ED-6500 - MEd Capstone
  * May be substituted with a course from the student's specialization with Dean approval.

Special Education (SE) Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- SE-5010 - Introduction to Students with Disabilities
- SE-5001 - Assessment in Special Education
- SE-5002 - Instructing Students with Specific Learning Disabilities
- SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders
- SE-5004 - Instructing Students with Intellectual Disabilities
- SE-5005 - Special Education Law
- SE-5006 - Teaching Strategies in Special Education

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Education certificate, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Basis for Admissions

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

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 13 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

- Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, assuming the student officially applies for the Post-Master's Certificate prior to completing the fourth course in the Post-Master's Certificate series.
- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Special Education (SE)

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

Required Courses - 18 credit hours

- SE-7100 - Advanced Topics in Special Education
- SE-7200 - Analyzing Data and Monitoring Student Progress
- SE-7300 - Leadership, Law, and Finance in Special Education
- SE-7400 - Implementing Programs for Students with Intellectual and Learning Disabilities
- SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders
- SE-7600 - Advanced Capstone in Special Education

Education Specialist, EdS

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders within a chosen field of study. Each specialization within the EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdS.

Learning Outcomes

- Develop skills to support educational practices across diverse instructional and organizational settings
- Communicate with diverse audiences about educational theories, research, and practices
- Analyze professional skills, dispositions, and technology options for learning and educating diverse groups
- Apply evidence-based solutions for addressing educational, organizational, and societal issues
- Analyze current research, theories, and instructional practices in educational and organizational environments

Basis for Admissions

Admission to the Education Specialist (EdS) program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The EdS Program may be completed in 33 credits. An Academic and Finance Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the Education Specialist degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program. See the Transfer Credit Policy for additional information.

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, specialization courses, and the capstone course with a Grade Point Average of 3.00 (B) or higher.

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills.

Time to Completion

The University allows 5 years to complete all education specialist programs of 33 credits or less.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Education requires two Foundations courses, six Specialization courses, two Research courses, and one Capstone course for a total of 33 credit hours.

Both the Education Specialist (EdS) and Educational Specialist in Educational Leadership (EdS-EdL) require all foundations courses and specialization or core courses be completed prior to students starting the capstone course

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- EDR-8300 - The Research Process
- EDR-8400 - Advanced Qualitative Methodology and Designs -or- EDR-8500 - Advanced Quantitative Methodology and Designs
- ED-7053 - Education Specialist Capstone Project

Special Education (SE) Specialization

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

Specialization Courses – 18 credit hours

- SE-7100 - Advanced Topics in Special Education
- SE-7200 - Analyzing Data and Monitoring Student Progress
- SE-7300 - Leadership, Law, and Finance in Special Education
- SE-7400 - Implementing Programs for Students with Intellectual and Learning Disabilities
- SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders
- SE-7600 - Advanced Capstone in Special Education

Doctor of Education, EdD

Description of Program

The Doctor of Education degree program is designed for professionals who seek to lead improvements in practice within educational organizations. You will integrate theoretical constructs into your considerations of complex professional problems, developing strategies, tactics, and policies not only to improve practice and ensure regulatory compliance, but also with attention to issues of equity, inclusion, social justice, and ethical conduct.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdD.

Note: The program sequence below is open to new students and re-entry students gone more than 365 days only. Students who enrolled prior to April 1, 2019 must continue in the program sequence as stated in the catalog under which they enrolled.

Learning Outcomes

- Recommend policies advancing equity and social justice in educational organizations
- Select ethical and regulatory compliant actions supporting the mission and vision of organizations
- Develop leadership skills through the integration of theoretical constructs with professional practice
- Create strategic and tactical plans to improve organizations
- Construct theory-informed decisions for addressing complex problems of practice

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States
- A master's degree in nursing (MSN)

Degree Requirements

The EdD Program requires 48 credits for degree completion. Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.
- Doctoral courses are comprised of methods, the pre-candidacy prospectus, and the dissertation with a Grade Point Average of 3.00 (B) or higher.

- EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 33 months (36 months for Nursing Education specialization).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months (36 months for Nursing Education specialization).

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders,

and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required.

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Assessment. Upon successful completion of the Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Language Learning (ELL), Instructional Leadership (IL), Special Education (SE), and Sport Management (SM) have a curriculum focused on the PK-12 environment.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5 **(Nursing Education specialization only)**
- Specialization Course 6 **(Nursing Education specialization only)**
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Special Education (SE) Specialization

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

Specialization Courses – 12 credit hours

- SE-7100 - Advanced Topics in Special Education
- SE-7200 - Analyzing Data and Monitoring Student Progress
- SE-7300 - Leadership, Law, and Finance in Special Education
- SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders

Doctor of Philosophy in Education, PhD

Description of Program

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

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP)

offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)

- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Dissertation Handbook that explains the process and the 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 the University will provide the faculty, the academic support and process to assist with the attainment of high academic goals. There is an oral dissertation defense.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment

throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

*The elective course can be satisfied with any doctoral level Sanford College of Education course. The course listed in the degree plan can be changed upon request. Students should contact their Academic and Finance Advisor for assistance.

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- Elective Course*
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis -or- EDR-8202 - Statistics II
- CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of these students. Additionally, the specialization will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student, using analysis of contemporary research.

Specialization Courses – 18 credit hours

- SE-7100 - Advanced Topics in Special Education

- SE-7200 - Analyzing Data and Monitoring Student Progress
- SE-7300 - Leadership, Law, and Finance in Special Education
- SE-7400 - Implementing Programs for Students with Intellectual and Learning Disabilities
- SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders
- SE-7600 - Advanced Capstone in Special Education

Department of Teacher Education

Bachelor of Education, BEd

***Program only open to identified Rio Salado College (RSC) Teach-Out Students. Identified RSC Teach-Out Students must maintain continuous enrollment until degree completion. Please contact Admissions with questions related to BEd enrollment.**

Description of Program

The BEd program will facilitate professional growth and development as a practitioner, leader, and communicator in diverse educational environments. Students will be familiar with educational theory, research, and instructional practices and technology within a specific discipline, while integrating multiple societal, ethical, and diverse perspectives into professional practices.

Learning Outcomes

Upon completion of the BEd program, students will be able to:

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

Completion Program

The University's Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in three specific specializations: elementary education, secondary education, and special education.

The BEd partnership program requires the successful completion of 30 credits at the 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; the 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 BEd transfer students come to the University with academic coursework in elementary education, secondary education, and special education and continue to study within those three distinct areas while at the University.

Transferring Rio students continue to follow the same track they were enrolled in at Rio. Their 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. University students are required to take two Field Experience courses. These courses are 12 weeks in length and require coordination with Rio Salado College and the institution where the student will be placed.

Time to Completion

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

Estimated time to completion for this program is 23 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, may be able to finish in as little as 21 months.

Elementary Education

The University's 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 the University where they complete the BEd in Elementary Education. The ten courses focus on leadership skills for elementary teachers and include field experiences in technology and assessment in the elementary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the K-7 environment.

Required Courses - 30 semester credit hours

- ED-4000A - Dynamics of Schooling in Elementary Education
- ED-4001A - Foundations of School Leadership in Elementary Education
- ED-4002A - The Role of Teacher Leadership in Elementary Education
- ED-4003A - Instructional Paradigms and Technology in Elementary Education (This course requires field experience.)
- ED-4004A - Assessment of Student Learning in Elementary Education (This course requires field experience.)
- ED-4005A - School and Family Partnerships in Elementary Education
- ED-4006A - Safe Schools in Elementary Education
- ED-4007A - The School as Learning Community in Elementary Education
- ED-4008A - Teaching as Reflective Practice in Elementary Education
- ED-4009A - Educational Change Processes in Elementary Education

Secondary Education

The University's 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 the University where they complete the BEd in Secondary Education. The ten courses focus on leadership skills for secondary education teachers and include field experiences in technology and assessment in the secondary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the secondary environment.

Required Courses - 30 semester credit hours

- ED-4000B - Dynamics of Schooling in Secondary Education
- ED-4001B - Foundations of School Leadership in Secondary Education
- ED-4002B - The Role of Teacher Leadership in Secondary Education
- ED-4003B - Instructional Paradigms and Technology in Secondary Education (This course requires field experience.)
- ED-4004B - Assessment of Student Learning in Secondary Education (This course requires field experience.)
- ED-4005B - School and Family Partnerships in Secondary Education

- ED-4006B - Safe Schools in Secondary Education
- ED-4007B - The School as Learning Community in Secondary Education
- ED-4008B - Teaching as Reflective Practice in Secondary Education
- ED-4009B - Educational Change Processes in Secondary Education

Special Education

The University's 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 the University where they complete the BEd in Special Education. The ten courses focus on leadership skills for special education teachers and include field experiences in technology and assessment in the special education environment. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in working with special needs students in the special education environment.

Required Courses - 30 semester credit hours

- ED-4000C - Dynamics of Schooling in Special Education
- ED-4001C - Foundations of School Leadership in Special Education
- ED-4002C - The Role of Teacher Leadership in Special Education
- ED-4003C - Instructional Paradigms and Technology in Special Education (This course requires field experience.)
- ED-4004C - Assessment of Student Learning in Special Education (This course requires field experience.)
- ED-4005C - School and Family Partnerships in Special Education
- ED-4006C - Safe Schools in Special Education
- ED-4007C - The School as Learning Community in Special Education
- ED-4008C - Teaching as Reflective Practice in Special Education
- ED-4009C - Educational Change Processes in Special Education

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program.

The Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the Post-Baccalaureate Certificate.

Basis for Admissions

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Early Childhood Education

This post-baccalaureate certificate is designed for students who want to work with young children through the first years of life when social, physical, cognitive, and emotional development occur. Students will learn how to create an environment that serves as a foundation for a child's health and well-being.

Required Courses - 12 credit hours

- ECE-5010 - Foundations of Early Childhood Education
- ECE-5002 - Growth and Development of Young Children
- ECE-5005 - Children and Families in a Diverse Society
- ECE-5007 - Children's Literature

Master of Arts in Teaching, MAT

Description of Program

Aligned with the standards of The Interstate Teacher Assessment and Support Consortium (In TASC), the MAT degree is ideal for the student who seeks educator preparation to support the learning and development of PK12 populations. Students in the MAT program will choose an area of specialization from one of eight areas of Curriculum and Teaching, Early Childhood Education, Reading Education, Special Education, E-learning, Sport Management, Athletic Coaching, or English Language Learning. The MAT is a progressive program that prepares students to meet the growing nationwide need across PK12 learning communities for qualified and prepared educators.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MAT.

Learning Outcomes

- Apply human development theories to instructional methods supporting developmentally appropriate and academically challenging learning experiences for students
- Create collaborative environments through instructional methods supporting active learning and student self-direction
- Evaluate instructional and assessment practices ensuring student mastery of the content
- Adapt multiple methods of assessment to engage learners in their own growth and provide data to support continuous program improvement
- Design cross-disciplinary curriculum and instruction supporting student attainment of learning goals
- Model ethical behavior in all aspects of the profession

Basis for Admissions

Admission to a Master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. In addition, the MAT program requires a completion of an alternative teacher certification program.

Degree Requirements

The Master of Arts in Teaching (MAT) requires 33 credit hours for degree completion, including the successful completion of an approved alternative certification prior to admission to the MAT program. Graduates of the Teacher Ready alternative certification program receive 9 credit hours toward the MAT degree, and graduates from other alternative certification programs may be considered, pending transcript review. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MAT program includes 12 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree or form of certification in order to strengthen fundamental skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Students end the program with a 3 credit-hour capstone course.

The MAT degree program has the following graduation requirements:

- A minimum of 21 credit hours of graduate instruction in education must be completed through the University
- Successful completion of any MAT core course signature assignment with a grade of "B" or better

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

The University may accept a maximum of 12 semester credit hours in transfer, with a maximum of 9 semester credit hours applied for the completion of the Teacher Ready certification, in the Master of Arts in Teaching for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 13 months.

Additional MAT Information

Certification and Licensing

Alternative teaching certification is required for admission into the program. Program does not purport to provide licensure or certification in any particular state or country.

Sanford College of Education Curriculum

The Sanford College 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 Sanford College of Education sequence of courses undergoes constant review to ensure that, while maintaining depth of focus, the program also includes the latest educational innovations and the tools MAT students need to incorporate those innovations into pedagogy. All Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

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

- MAT-5001 - Foundations of Teaching and Learning
- MAT-5002 - Planning and Presenting Instruction for Diverse Learners
- MAT-5003 - Diversity, Inclusion and Exceptional Learners
- MAT-5004 - Technology for the 21st Century Classroom
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MAT-5005 - Capstone for Teachers

Curriculum and Teaching (CT) Specialization

The purpose of this specialization is to provide teachers with the tools and competencies to expand their professional effectiveness. Students will explore the latest practices in education, principles of teaching and learning, evaluation of current research and critique of effective curricula design.

Specialization Courses – 9 credit hours

- CT-5010 - Teaching, Learning, and Assessment Strategies and Principles
- CT-5011 - Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning
- CT-5013 - The Classroom: Management and Organization for Student Achievement

Early Childhood Education (ECE) Specialization

This program is tailored for Master's degree students who desire to model, coach, and guide young children through the first years of life when social, physical, cognitive, and emotional development occur. Skilled educators create an environment that serves as a foundation for a Child's health and well-being. In this specialization, educators will learn to assess educational potential, create instructional programs, direct and coordinate learning activities, and manage early childhood classrooms.

Specialization Courses – 9 credit hours

- ECE-5002 - Growth and Development of Young Children
- ECE-5003 - Administration of Early Childhood Programs
- ECE-5009 - Early Childhood Education Capstone

English Language Learning (ELL) Specialization

As the diversity of student populations change globally, teaching English to non-native speakers is a skill in high demand. This program enhances skills in communicating with speakers of other languages and integrating techniques to successfully instruct students in English proficiency. (Note: students seeking ELL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Specialization Courses – 9 credit hours

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

Reading Education (RDG) Specialization

The specialization in reading will strengthen and polish scholarship and expertise in the teaching of the skills and strategies needed for developing proficiency in literacy in grades K-12. There will be an exploration of relevant and salient topics in the teaching of literacy including theoretical foundations and frameworks, curriculum, instruction and assessment, as well as the historical, cultural, sociological, political, and economic trends and influences on literacy acquisition and development in American schools.

Specialization Courses – 9 credit hours

- RDG-5003 - Vocabulary Instruction and Development for PK12
- RDG-5004 - Reading Comprehension Instruction and Development: Skills and Strategies for PK12
- RDG-5005 - Assessment of Reading and Writing Proficiency for PK12

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest represented in a distinct specialization. Your specialization prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MEd.

Learning Outcomes

- Use technology to advance goals and outcomes in educational settings
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

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

Degree Requirements

Graduates of the University's MEd program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through University
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Additional MEd Information

Rio Salado College Post-Baccalaureate Transfer Students

The University's Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for up to 18 credits to be transferred to the University embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College 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 Sanford College 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 Sanford College 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 Sanford College of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

Course Sequence

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

- EDU-5000 - Foundations for Graduate Study in Education
- Specialization Course 1
- ED-5100 - Scholarly Writing and Using Research
- Specialization Course 2
- ED-5045 - Technology and a Vision for the Future - MEd -or- ID-5045 - Design Principles for Multimedia Learning - MEd *
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- ED-6500 - MEd Capstone
  * May be substituted with a course from the student's specialization with Dean approval.

Curriculum and Teaching (CT) Specialization

The purpose this specialization is to provide teachers with the tools and competencies to expand their professional effectiveness. Students will explore the latest practices in education, principles of teaching and learning, evaluation of current research and critique of effective curricula design.

Specialization Courses – 18 credit hours

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

- CT-5000 - Curriculum and Instructional Strategies
- CT-5003 - Principles of Teaching & Learning
- CT-5010 - Teaching, Learning, and Assessment Strategies and Principles
- CT-5011 - Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning
- CT-5012 - Teaching Foundations for Language and Literacy
- CT-5013 - The Classroom: Management and Organization for Student Achievement

Early Childhood Education (ECE) Specialization

This program is tailored for Master's degree students who desire to model, coach, and guide young children through the first years of life when social, physical, cognitive, and emotional development occur. Skilled educators create an environment that serves as a foundation for a Child's health and well-being. In this specialization, educators will learn to assess educational potential, create instructional programs, direct and coordinate learning activities, and manage early childhood classrooms.

Specialization Courses – 18 credit hours

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

- ECE-5010 - Foundations of Early Childhood Education
- ECE-5002 - Growth and Development of Young Children
- ECE-5003 - Administration of Early Childhood Programs
- ECE-5005 - Children and Families in a Diverse Society
- ECE-5007 - Children's Literature
- ECE-5009 - Early Childhood Education Capstone

English Language Learning (ELL) Specialization

As the diversity of student populations change globally, teaching English to non-native speakers is a skill in high demand. This program enhances skills in communicating with speakers of other languages and integrating techniques to successfully instruct students in English proficiency. (Note: Students seeking ELL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

Specialization Courses – 18 credit hours

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

- ED-5008 - Teaching Diverse Students
- ESL-5001 - Foundations of Instruction for Non-English Language Background Students
- ESL-5003 - Assessment of Linguistically Diverse Students
- ESL-5005 - English Language Learning
- ESL-5006 - Instructional Methodologies for English Language Learning
- ED-5023 - Multicultural Relationships in Educational Organizations

Reading Education (RDG) Specialization

This specialization in reading will strengthen and polish scholarship and expertise in the teaching of the skills and strategies needed for developing proficiency in literacy in grades K-12. There will be an exploration of relevant and salient topics in the teaching of literacy including theoretical foundations and frameworks, curriculum, instruction and assessment, as well as the historical, cultural, sociological, political, and economic trends and influences on literacy acquisition and development in American schools.

Specialization Courses – 18 credit hours

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

- RDG-5000 - Theoretical and Research Foundations of Language and Literacy
- RDG-5001 - Essential Elements of Elementary Reading and Writing Instruction
- RDG-5002 - The English Language: Etymology, Elements, and Implications for Instruction
- RDG-5003 - Vocabulary Instruction and Development for PK12
- RDG-5004 - Reading Comprehension Instruction and Development: Skills and Strategies for PK12
- RDG-5005 - Assessment of Reading and Writing Proficiency for PK12

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Education certificate, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Basis for Admissions

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

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 13 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

- Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, assuming the student officially applies for the Post-Master's Certificate prior to completing the fourth course in the Post-Master's Certificate series.
- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Curriculum & Teaching (CT)

The nature and purpose of the Post-Master's Certificate in Curriculum and Teaching is to provide teacher -learners the knowledge, skills, and professional competencies that will enhance their instructional practice and leadership. Learners have the opportunity to explore, examine, and evaluate contemporary teaching and instructional practices, include the evaluation of broader curriculum programs.

Required Courses - 18 credit hours

- CT-7000 - Developing Instructional Strategies and Curriculum
- CT-7100 - Dispositions of Learner and Teacher
- CT-7200 - Design and Evaluation of Curriculum and Programs
- CT-7300 - Theories and Applications of Instructional Strategies
- CT-7400 - Assessment Practices
- CT-7500 - Advanced Capstone in Curriculum & Teaching

Early Childhood Education (ECE)

In this certificate, you will build on your existing knowledge and skills in early childhood education as you develop in advanced practice. Your focus will include curriculum, assessment, and program administration that aligns with research on the growth and development of young children. You will also investigate early childhood literacy and literature along with the roles of families, caregivers, schools, and communities as partners in early childhood education. This specialization supports your development as an advanced practitioner in the field of early childhood education.

Required Courses - 18 credit hours

- ECE-7010 - Principles of Early Childhood Education
- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7030 - Topics in Early Childhood Program Administration
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

Educational Leadership (EDL)

This post-master's certificate builds on your skills and experiences to support your development as a leader in a variety of educational organizations. You will explore organizational leadership more generally before investigating educational leadership

more specifically. Your exploration will include making evidence-based decisions, instructional technology, and principles of diversity, equity, and inclusion.

Required Courses - 18 credit hours

- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9000 - Educational Leadership Theories
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-7040 - Leadership in Instructional Technology

English Language Learning (ELL)

The pedagogy of language acquisition is of great importance in not only today's classrooms, but also the businesses and organizations with which we all interact. The English Language Learning (ELL) post-master's certificate will help you to build on your existing knowledge and skills to improve the teaching, assessment, and curriculum development for ELL programs. The final course offers you the opportunity to consider significant issues in ELL education. If you are seeking ELL/ESL certification, you should verify with appropriate state officials that this non-degree certificate meets applicable certification requirements.

Required Courses - 18 credit hours

- ESL-7100 - Second Language Foundations
- ESL-7200 - Teaching English Language Learners
- ESL-7300 - Assessing Diverse Learners
- ESL-7400 - Developing Curriculum for English Language Learners
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- ESL-7600 - Issues in ELL Education

General Education

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

Students must complete a minimum of 18 credit hours for the certificate in General Education. Students must take at least four education courses from any of the Education Post-Master's Certificate programs offered and may take up to two courses from the Post-Master's Certificate offered in other fields (Psychology, Technology and/or Business) to fulfill their General Education certificate requirements.

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

Recommended Courses - 18 credit hours

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9600 - Policy Development & Implementation in PK-12 Education

Note
Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Education certificate courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Education Specialist, EdS

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders within a chosen field of study. Each specialization within the EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdS.

Learning Outcomes

- Develop skills to support educational practices across diverse instructional and organizational settings
- Communicate with diverse audiences about educational theories, research, and practices
- Analyze professional skills, dispositions, and technology options for learning and educating diverse groups
- Apply evidence-based solutions for addressing educational, organizational, and societal issues
- Analyze current research, theories, and instructional practices in educational and organizational environments

Basis for Admissions

Admission to the Education Specialist (EdS) program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The EdS Program may be completed in 33 credits. An Academic and Finance Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the Education Specialist degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program. See the Transfer Credit Policy for additional information.

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, specialization courses, and the capstone course with a Grade Point Average of 3.00 (B) or higher.

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills.

Time to Completion

The University allows 5 years to complete all education specialist programs of 33 credits or less.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Education requires two Foundations courses, six Specialization courses, two Research courses, and one Capstone course for a total of 33 credit hours.

Both the Education Specialist (EdS) and Educational Specialist in Educational Leadership (EdS-EdL) require all foundations courses and specialization or core courses be completed prior to students starting the capstone course

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- EDR-8300 - The Research Process
- EDR-8400 - Advanced Qualitative Methodology and Designs -or- EDR-8500 - Advanced Quantitative Methodology and Designs
- ED-7053 - Education Specialist Capstone Project

Curriculum and Teaching (CT) Specialization

The nature and purpose of the Curriculum and Teaching specialization is to provide teacher -learners the knowledge, skills, and professional competencies that will enhance their instructional practice and leadership. You will have the opportunity to explore, examine, and evaluate contemporary teaching and instructional practices, including the evaluation of broader curriculum programs.

Specialization Courses – 18 credit hours

- CT-7000 - Developing Instructional Strategies and Curriculum
- CT-7100 - Dispositions of Learner and Teacher
- CT-7200 - Design and Evaluation of Curriculum and Programs
- CT-7300 - Theories and Applications of Instructional Strategies
- CT-7400 - Assessment Practices
- CT-7500 - Advanced Capstone in Curriculum & Teaching

Early Childhood Education (ECE) Specialization

In this specialization, you will build on your existing knowledge and skills in early childhood education as you focus on advanced practice. This focus will include curriculum, assessment, and program administration that aligns with research on the growth and development of young children. You will also investigate early childhood literacy and literature along with the roles of families, caregivers, schools, and communities as partners in early childhood education. This specialization supports your development as an advanced practitioner in the field of early childhood education.

Specialization Courses – 18 credit hours

- ECE-7010 - Principles of Early Childhood Education
- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7030 - Topics in Early Childhood Program Administration
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

English Language Learning (ELL) Specialization

The pedagogy of language acquisition is of great importance in not only today's classrooms, but also the businesses and organizations with which we all interact. The English Language Learning (ELL) specialization in the EdS-Ed program will help you to build on your existing knowledge and skills to improve the teaching, assessment, and curriculum development for ELL programs. The final course offers you the opportunity to consider significant issues in ELL education. Please note that, if you are seeking ELL/ESL certification, you should verify with appropriate state officials that this specialization meets applicable certification requirements.

Specialization Courses – 18 credit hours

- ESL-7100 - Second Language Foundations
- ESL-7200 - Teaching English Language Learners
- ESL-7300 - Assessing Diverse Learners
- ESL-7400 - Developing Curriculum for English Language Learners
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- ESL-7600 - Issues in ELL Education

General Education Specialization

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

Students may take education courses at the 7000 or 9000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 18 credit hours

Students will choose six courses from the following:

- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9000 - Educational Leadership Theories
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EL-7001 - Principles and Practices in E-Learning
- SE-7100 - Advanced Topics in Special Education
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

Note:

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Doctor of Education, EdD

Description of Program

The Doctor of Education degree program is designed for professionals who seek to lead improvements in practice within educational organizations. You will integrate theoretical constructs into your considerations of complex professional problems, developing strategies, tactics, and policies not only to improve practice and ensure regulatory compliance, but also with attention to issues of equity, inclusion, social justice, and ethical conduct.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdD.

Note: The program sequence below is open to new students and re-entry students gone more than 365 days only. Students who enrolled prior to April 1, 2019 must continue in the program sequence as stated in the catalog under which they enrolled.

Learning Outcomes

- Recommend policies advancing equity and social justice in educational organizations
- Select ethical and regulatory compliant actions supporting the mission and vision of organizations
- Develop leadership skills through the integration of theoretical constructs with professional practice
- Create strategic and tactical plans to improve organizations
- Construct theory-informed decisions for addressing complex problems of practice

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States
- A master's degree in nursing (MSN)

Degree Requirements

The EdD Program requires 48 credits for degree completion. Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.
- Doctoral courses are comprised of methods, the pre-candidacy prospectus, and the dissertation with a Grade Point Average of 3.00 (B) or higher.
- EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 33 months (36 months for Nursing Education specialization).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months (36 months for Nursing Education specialization).

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required.

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Assessment. Upon successful completion of the Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Language Learning (ELL), Instructional Leadership (IL), Special Education (SE), and Sport Management (SM) have a curriculum focused on the PK-12 environment.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5 **(Nursing Education specialization only)**
- Specialization Course 6 **(Nursing Education specialization only)**
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs

- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Curriculum and Teaching (CT) Specialization

The nature and purpose of the Curriculum and Teaching specialization is to provide teacher -learners the knowledge, skills, and professional competencies that will enhance their instructional practice and leadership. You will have the opportunity to explore, examine, and evaluate contemporary teaching and instructional practices, including the evaluation of broader curriculum programs.

Specialization Courses – 12 credit hours

- CT-7000 - Developing Instructional Strategies and Curriculum
- CT-7100 - Dispositions of Learner and Teacher
- CT-7200 - Design and Evaluation of Curriculum and Programs
- CT-7400 - Assessment Practices

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Specialization Courses – 12 credit hours

Select 4 courses from the following:

- EL-7001 - Principles and Practices in E-Learning
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner
- EL-7006 - Facilitating Adult Learning Online
- EL-7007 - Developing Online Content Ethically and Legally
- EL-7700 - Leading Online Learning for K-12 Students

Early Childhood Education (ECE) Specialization

In this specialization, you will build on your existing knowledge and skills in early childhood education as you focus on leadership in practice. This focus will include curriculum, assessment, and program administration that aligns with research on the growth and development of young children. You will also investigate the roles of families, caregivers, schools, and communities as partners in early childhood education. This specialization supports your development as a leader focused on problems of practice in the field of early childhood education.

Specialization Courses – 12 credit hours

- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7030 - Topics in Early Childhood Program Administration
- ECE-7005 - Early Childhood Curriculum and Assessment

- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

English Language Learning (ELL) Specialization

The pedagogy of language acquisition is of great importance in not only today's classrooms, but also the businesses and organizations with which we all interact. The English Language Learning (ELL) specialization within the EdD-Ed program contributes to your preparation as an advanced practitioner and leader in the field. You will examine the teaching, assessing, and developing curriculum for English language learners through the eyes of an advanced practitioner or local leader. In the final course, you will consider significant issues in ELL education, and one of these issues might inspire your dissertation-in-practice. Please note that, if you are seeking ELL/ESL certification, you should verify with appropriate state officials that this specialization meets applicable certification requirements.

Specialization Courses – 12 credit hours

- ESL-7200 - Teaching English Language Learners
- ESL-7300 - Assessing Diverse Learners
- ESL-7400 - Developing Curriculum for English Language Learners
- ESL-7600 - Issues in ELL Education

General Education Specialization

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

Students must complete a minimum of 12 credit hours for the specialization in General Education. Students may take education courses at the 7000 or 9000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses - 12 credit hours

Students are required to take 4 specializations courses. Students can choose from any of the following specialization courses listed below.

- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9000 - Educational Leadership Theories
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EL-7001 - Principles and Practices in E-Learning
- SE-7100 - Advanced Topics in Special Education
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

Note

Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic and Finance Advisor to revise their degree plan.

Doctor of Philosophy in Education, PhD

Description of Program

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

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP)

offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)

- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Dissertation Handbook that explains the process and the 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 the University will provide the faculty, the academic support and process to assist with the attainment of high academic goals. There is an oral dissertation defense.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment

throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

*The elective course can be satisfied with any doctoral level Sanford College of Education course. The course listed in the degree plan can be changed upon request. Students should contact their Academic and Finance Advisor for assistance.

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- Elective Course*
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis -or- EDR-8202 - Statistics II
- CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Curriculum and Teaching (CT) Specialization

The nature and purpose of the Curriculum and Teaching specialization within the PhD program is to provide teacher -learners the knowledge, skills, and professional competencies that will enhance their contributions to the theoretical knowledge of the field. You will have the opportunity to explore, examine, and evaluate contemporary teaching and instructional practices, including the evaluation of broader curriculum programs.

Specialization Courses – 18 credit hours

- CT-7000 - Developing Instructional Strategies and Curriculum
- CT-7100 - Dispositions of Learner and Teacher

- CT-7200 - Design and Evaluation of Curriculum and Programs
- CT-7300 - Theories and Applications of Instructional Strategies
- CT-7400 - Assessment Practices
- CT-7500 - Advanced Capstone in Curriculum & Teaching

Early Childhood Education (ECE) Specialization

In this specialization, you will build on the foundational principles of early childhood education as you focus on research and theory. This focus will include curriculum, assessment, and program administration that aligns with theories about the growth and development of young children. You will also investigate early childhood literacy and literature along with the roles of families, caregivers, schools, and communities. This specialization supports your future work as a researcher contributing to the broader body of knowledge around early childhood education.

Specialization Courses – 18 credit hours

- ECE-7010 - Principles of Early Childhood Education
- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7030 - Topics in Early Childhood Program Administration
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

English Language Learning (ELL) Specialization

The English Language Learning (ELL) specialization within the PhD program contributes to your preparation as a research scholar in the field. You will build on your existing knowledge and skills in preparation for continued research around teaching, assessing, and developing curriculum for English language learners. The final course offers you the opportunity to consider significant issues in ELL education, and one of these issues might inspire your dissertation topic and your future research agenda. Please note that, if you are seeking ELL/ESL certification, you should verify with appropriate state officials that this specialization meets applicable certification requirements.

Specialization Courses – 18 credit hours

- ESL-7100 - Second Language Foundations
- ESL-7200 - Teaching English Language Learners
- ESL-7300 - Assessing Diverse Learners
- ESL-7400 - Developing Curriculum for English Language Learners
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- ESL-7600 - Issues in ELL Education

General Education Specialization

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

Students must complete a minimum of six specialization courses and one elective course. Students may take education courses at the 7000 or 9000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i. e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 18 credit hours

Students will take six of any of the following courses within the School of Education. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9000 - Educational Leadership Theories
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EL-7001 - Principles and Practices in E-Learning
- SE-7100 - Advanced Topics in Special Education
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

Department of Global Innovation, Social Emotional Learning, Educational Technology

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program.

The Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the Post-Baccalaureate Certificate.

Basis for Admissions

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Multimedia Instructional Design

This post-baccalaureate certificate focuses on the multimedia element of instructional design. You will consider design principles, mobile devices, ethical and legal considerations, and open source authoring tools. This certificate is a useful addition to your existing skills as an instructional designer.

Required Courses- 12 credit hours

- ID-5040 - Design Principles for Multimedia Learning
- EL-5007 - Ethics and Legal Issues
- EL-5009 - Mobile Devices for Teaching and Learning
- ID-5060 - Authoring Tools for Design and Development

Remote Teaching in K-12 Education

This post-baccalaureate certificate extends your understanding of K-12 teaching and learning to consider the unique needs for remote instruction, including learning at a distance when online access is unavailable or unreliable. You will also examine instructional strategies for facilitating K-12 education online as well as the role of mobile devices for teaching and learning remotely.

Required Courses- 12 credit hours

- RT-5000 - Remote Learning for K-12 Students
- EL-5002 - Introduction to E-Learning Instructional Strategies
- RT-5100 - Teaching and Learning Remotely with Limited Online Access
- EL-5009 - Mobile Devices for Teaching and Learning

Social Emotional Learning

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

Required Courses - 12 credit hours

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

Master of Arts in Teaching, MAT

Description of Program

Aligned with the standards of The Interstate Teacher Assessment and Support Consortium (In TASC), the MAT degree is ideal for the student who seeks educator preparation to support the learning and development of PK12 populations. Students in the MAT program will choose an area of specialization from one of eight areas of Curriculum and Teaching, Early Childhood Education, Reading Education, Special Education, E-learning, Sport Management, Athletic Coaching, or English Language Learning. The MAT is a progressive program that prepares students to meet the growing nationwide need across PK12 learning communities for qualified and prepared educators.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MAT.

Learning Outcomes

- Apply human development theories to instructional methods supporting developmentally appropriate and academically challenging learning experiences for students
- Create collaborative environments through instructional methods supporting active learning and student self-direction
- Evaluate instructional and assessment practices ensuring student mastery of the content
- Adapt multiple methods of assessment to engage learners in their own growth and provide data to support continuous program improvement
- Design cross-disciplinary curriculum and instruction supporting student attainment of learning goals
- Model ethical behavior in all aspects of the profession

Basis for Admissions

Admission to a Master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. In addition, the MAT program requires a completion of an alternative teacher certification program.

Degree Requirements

The Master of Arts in Teaching (MAT) requires 33 credit hours for degree completion, including the successful completion of an approved alternative certification prior to admission to the MAT program. Graduates of the Teacher Ready alternative certification program receive 9 credit hours toward the MAT degree, and graduates from other alternative certification programs may be considered, pending transcript review. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MAT program includes 12 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree or form of certification in order to strengthen fundamental skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Students end the program with a 3 credit-hour capstone course.

The MAT degree program has the following graduation requirements:

- A minimum of 21 credit hours of graduate instruction in education must be completed through the University
- Successful completion of any MAT core course signature assignment with a grade of "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer, with a maximum of 9 semester credit hours applied for the completion of the Teacher Ready certification, in the Master of Arts in Teaching for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 13 months.

Additional MAT Information

Certification and Licensing

Alternative teaching certification is required for admission into the program. Program does not purport to provide licensure or certification in any particular state or country.

Sanford College of Education Curriculum

The Sanford College 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 Sanford College of Education sequence of courses undergoes constant review to ensure that, while maintaining depth of focus, the program also includes the latest educational innovations and the tools MAT students need to incorporate those innovations into pedagogy. All Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

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

- MAT-5001 - Foundations of Teaching and Learning
- MAT-5002 - Planning and Presenting Instruction for Diverse Learners
- MAT-5003 - Diversity, Inclusion and Exceptional Learners
- MAT-5004 - Technology for the 21st Century Classroom
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MAT-5005 - Capstone for Teachers

E-Learning (EL) Specialization

This specialization provides the professional educator with the knowledge to implement technology as a tool for teaching and learning. The specialization explores the design of activities to engage the traditional and the virtual student. The student will develop a skill set to effectively and efficiently integrate technology in a seamless manner to enhance delivery of teaching and learning experiences.

Specialization Courses – 9 credit hours

- EL-5002 - Introduction to E-Learning Instructional Strategies
- EL-5004 - Designing for E-Learning
- EL-5009 - Mobile Devices for Teaching and Learning

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest represented in a distinct specialization. Your specialization prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MEd.

Learning Outcomes

- Use technology to advance goals and outcomes in educational settings
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

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

Degree Requirements

Graduates of the University's MEd program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through University
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Additional MEd Information

Rio Salado College Post-Baccalaureate Transfer Students

The University's Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for up to 18 credits to be transferred to the University embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College 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 Sanford College 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 Sanford College 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 Sanford College of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

Course Sequence

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

- EDU-5000 - Foundations for Graduate Study in Education
- Specialization Course 1
- ED-5100 - Scholarly Writing and Using Research
- Specialization Course 2
- ED-5045 - Technology and a Vision for the Future - MEd -or- ID-5045 - Design Principles for Multimedia Learning - MEd *
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- ED-6500 - MEd Capstone
  * May be substituted with a course from the student's specialization with Dean approval.

E-Learning (EL) Specialization

This specialization provides the professional educator with the knowledge to implement technology as a tool for teaching and learning. The specialization explores the design of activities to engage the traditional and the virtual student. The student will develop a skill set to effectively and efficiently integrate technology in a seamless manner to enhance delivery of teaching and learning experiences.

Specialization Courses – 18 credit hours

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

- EL-5001 - Introduction to Principles and Practices in E-Learning
- EL-5002 - Introduction to E-Learning Instructional Strategies
- EL-5004 - Designing for E-Learning
- EL-5006 - Adult Learning Theories
- EL-5007 - Ethics and Legal Issues
- EL-5009 - Mobile Devices for Teaching and Learning

General Education Specialization

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

Students must complete a minimum of 18 credit hours for the specialization in General Education. Students may take education courses at the 5000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses – 18 credit hours

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

- EDL-5004 - School Law
- ED-5008 - Teaching Diverse Students
- ED-5012 - Leadership in Educational Organizations

- ED-5013 - School Finance
- ED-5023 - Multicultural Relationships in Educational Organizations
- ED-5029 - Measurement and Assessment in Education

Global Training and Development (GTD) Specialization

This specialization prepares students to develop and implement effective training in a variety of fields. Instructional design and the incorporation of technology and teaching strategies for the adult student are the focus of the specialization. Additionally, the student is prepared to address workplace issues such as the development of human capital and conflict resolution issues. The specialization prepares students to identify emerging workforce issues and to resolve the issues through effective training and instruction.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- GTD-5000 - Human Performance and Improvement
- GTD-5005 - Introduction to Successful Global Training Techniques
- GTD-5007 - The Role of Technology in the Global Training Marketplace
- GTD-5011 - Introduction to Best Practices for Training and Presenting to International Audiences
- GTD-5013 - Evaluating Training Programs
- GTD-5019 - Trainer as Consultant in the Global Marketplace
- ED-5036 - Innovation and Change
- ED-5038 - The Art and Science of Adult Education

International Education (IE) Specialization

The master's degree program in International Education allows students to focus on issues of educational development, comparative systems, and international policy. The program promotes an understanding of global perspectives that influence education in the United States. Skills will be developed in areas of cultural awareness, international education theory, and global trends. Students will develop the practical knowledge required to work within the context of complex global challenges influencing education around the world. The program provides a strong foundation for further study and prepares students for careers in international and community-based organizations.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- ED-5008 - Teaching Diverse Students
- ED-5012 - Leadership in Educational Organizations
- IE-5001 - Introduction to Global and Comparative Education
- IE-5003 - International Education Concepts and Theory
- IE-5005 - International Organizations in Global Education
- IE-5007 - Conflict Resolution in an International Context
- IE-5013 - Globalization and Educational Change
- IE-5021 - Education and National Development

Social Emotional Learning (SEL) Specialization

The Social Emotional Learning (SEL) specialization is focused on the beginning to mid-career classroom teacher or professional learning community (PLC) leader. You will explore instructional strategies, classroom management, and discipline approaches that align with the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning

(CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. You will explore these competencies across classrooms, schools, homes, and communities. While individuals outside of the K-12 school context would benefit from the specialization, the courses do use a K-12 lens.

Specialization Courses – 18 credit hours

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

- SEL-5100 - Fundamentals of Social Emotional Learning
- SEL-5200 - Instructional Strategies for Social Emotional Learning
- SEL-5300 - Emotionally Intelligent Classroom Management and Discipline
- SEL-5400 - From Classrooms to Caregivers and Communities
- SEL-5500 - Coaching Colleagues in Social Emotional Learning
- SEL-5600 - Action Research for SEL Practice

Master of Science in Instructional Design, MS

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who complete the Master of Science in Instructional Design (MSID) program will be able to apply intermediate design skills within work settings that span all industry sectors. The MSID program outcomes are aligned to the ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT). These competencies and standards include planning, analyses, universal design, development, rapid prototyping, implementation, evaluation, and project management of instructional and training interventions.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MSID.

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

Learning Outcomes

- Employ communication strategies in instructional design
- Investigate ethical, legal, and political factors influencing instructional and training interventions
- Analyze relevant principles and theories in the context of instructional design
- Conduct necessary analyses to inform the design of instructional and training solutions
- Design research-based instructional and training solutions using multiple delivery systems

Basis for Admissions

A conferred Bachelor's degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Instructional Design (MSID) requires 36 credit hours for degree completion. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MSID degree program has the following graduation requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through the University
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Instructional Design for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 19 months.

Course Sequence

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

- EDU-5000 - Foundations for Graduate Study in Education
- ID-5000 - Fundamentals of Instructional Design
- ID-5010 - Applying Theory to Instructional Design
- ID-5020 - Analyzing Needs, Contexts, and Learners
- ID-5030 - Assessment of Learning
- ID-5040 - Design Principles for Multimedia Learning
- ID-5050 - Development of Learning Materials
- ID-5060 - Authoring Tools for Design and Development
- ID-5070 - Development Models and Evaluation of Design
- ID-5080 - Special Considerations in Design Practice
- ID-5090 - Project Management for Instructional Design
- ID-6000 - Instructional Design Capstone

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Education certificate, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not

substitute alternative courses). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Basis for Admissions

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

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 13 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

- Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral

coursework, assuming the student officially applies for the Post-Master's Certificate prior to completing the fourth course in the Post-Master's Certificate series.

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

E-Learning (EL)

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Required Courses - 18 credit hours

- EL-7001 - Principles and Practices in E-Learning
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner
- EL-7006 - Facilitating Adult Learning Online
- EL-7007 - Developing Online Content Ethically and Legally

International Education and Globalization (IEG)

The International Education and Globalization specialization focuses on educational phenomena, practices, institutions, and organizations within different societies and cultures. This specialization includes an exploration of international organizations, policies, initiatives, and challenges faced by international and global practitioners. Further, this specialization prepares individuals to apply the concepts of organizational training, development, and leadership to the design, management, and evaluation of programs, institutions, and organizations. Additionally, this specialization will examine issues, challenges, and opportunities related to culture and society; as well as conflict, mediation, and resolution. Finally, this specialization explores the concepts of diversity, equity, inclusion, and justice in international and global contexts to enhance strategies and policy for practitioners.

Required Courses - 18 credit hours

- IEG-7100 - Introduction to International and Global Education
- IEG-7200 - Perspectives on Culture, Society, and Education
- IEG-7300 - Educational Conflict, Mediation, and Resolution
- IEG-7400 - Globalization and International Education Policy
- IEG-7500 - Ethical Issues and Responsibilities in International and Global Education
- IEG-7600 - Capstone: Theory and Leadership in International Education and Globalization

Social Emotional Learning (SEL)

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

Required Courses - 18 credit hours

- SEL-7100 - Foundations of Social Emotional Learning

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

Education Specialist, EdS

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders within a chosen field of study. Each specialization within the EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdS.

Learning Outcomes

- Develop skills to support educational practices across diverse instructional and organizational settings
- Communicate with diverse audiences about educational theories, research, and practices
- Analyze professional skills, dispositions, and technology options for learning and educating diverse groups
- Apply evidence-based solutions for addressing educational, organizational, and societal issues
- Analyze current research, theories, and instructional practices in educational and organizational environments

Basis for Admissions

Admission to the Education Specialist (EdS) program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The EdS Program may be completed in 33 credits. An Academic and Finance Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the Education Specialist degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program. See the Transfer Credit Policy for additional information.

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, specialization courses, and the capstone course with a Grade Point Average of 3.00 (B) or higher.

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills.

Time to Completion

The University allows 5 years to complete all education specialist programs of 33 credits or less.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Education requires two Foundations courses, six Specialization courses, two Research courses, and one Capstone course for a total of 33 credit hours.

Both the Education Specialist (EdS) and Educational Specialist in Educational Leadership (EdS-EdL) require all foundations courses and specialization or core courses be completed prior to students starting the capstone course

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- EDR-8300 - The Research Process
- EDR-8400 - Advanced Qualitative Methodology and Designs -or- EDR-8500 - Advanced Quantitative Methodology and Designs
- ED-7053 - Education Specialist Capstone Project

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- EL-7001 - Principles and Practices in E-Learning
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner
- EL-7006 - Facilitating Adult Learning Online
- EL-7007 - Developing Online Content Ethically and Legally
- EL-7700 - Leading Online Learning for K-12 Students

International Education and Globalization (IEG) Specialization

The International Education and Globalization specialization focuses on educational phenomena, practices, institutions, and organizations within different societies and cultures. This specialization includes an exploration of international organizations, policies, initiatives, and challenges faced by international and global practitioners. Further, this specialization prepares individuals to apply the concepts of organizational training, development, and leadership to the design, management, and evaluation of programs, institutions, and organizations. Additionally, this specialization will examine issues, challenges, and opportunities related to culture and society; as well as conflict, mediation, and resolution. Finally, this specialization explores the concepts of diversity, equity, inclusion, and justice in international and global contexts to enhance strategies and policy for practitioners.

Specialization Courses - 18 credit hours

- IEG-7100 - Introduction to International and Global Education
- IEG-7200 - Perspectives on Culture, Society, and Education
- IEG-7300 - Educational Conflict, Mediation, and Resolution
- IEG-7400 - Globalization and International Education Policy
- IEG-7500 - Ethical Issues and Responsibilities in International and Global Education
- IEG-7600 - Capstone: Theory and Leadership in International Education and Globalization

Social Emotional Learning (SEL) Specialization

The Social Emotional Learning (SEL) specialization is focused on mid-career or advanced classroom teachers, school counselors or psychologists, and school/district administrators who desire a more intensive examination of the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. From a practitioner's perspective, you will examine how these competencies are applied across classrooms, schools, homes, and communities. While individuals outside of the K-12 school context would benefit from the specialization, the courses do use a K-12 lens.

Specialization Courses – 18 credit hours

- SEL-7100 - Foundations of Social Emotional Learning
- SEL-7200 - Implementing SEL in the Modern Classroom
- SEL-7300 - Integrating SEL into School Culture and Climate
- SEL-7400 - Incorporating SEL with Policy Development and Implementation

- SEL-7500 - Involving Caregivers and Communities
- SEL-7600 - Comprehensive Planning for SEL Initiatives

Doctor of Education, EdD

Description of Program

The Doctor of Education degree program is designed for professionals who seek to lead improvements in practice within educational organizations. You will integrate theoretical constructs into your considerations of complex professional problems, developing strategies, tactics, and policies not only to improve practice and ensure regulatory compliance, but also with attention to issues of equity, inclusion, social justice, and ethical conduct.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdD.

Note: The program sequence below is open to new students and re-entry students gone more than 365 days only. Students who enrolled prior to April 1, 2019 must continue in the program sequence as stated in the catalog under which they enrolled.

Learning Outcomes

- Recommend policies advancing equity and social justice in educational organizations
- Select ethical and regulatory compliant actions supporting the mission and vision of organizations
- Develop leadership skills through the integration of theoretical constructs with professional practice
- Create strategic and tactical plans to improve organizations
- Construct theory-informed decisions for addressing complex problems of practice

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States
- A master's degree in nursing (MSN)

Degree Requirements

The EdD Program requires 48 credits for degree completion. Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.
- Doctoral courses are comprised of methods, the pre-candidacy prospectus, and the dissertation with a Grade Point Average of 3.00 (B) or higher.
- EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;

- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 33 months (36 months for Nursing Education specialization).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months (36 months for Nursing Education specialization).

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required.

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Assessment. Upon successful completion of the Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Language Learning (ELL), Instructional Leadership (IL), Special Education (SE), and Sport Management (SM) have a curriculum focused on the PK-12 environment.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5 **(Nursing Education specialization only)**
- Specialization Course 6 **(Nursing Education specialization only)**
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Specialization Courses – 12 credit hours

Select 4 courses from the following:

- EL-7001 - Principles and Practices in E-Learning
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner

- EL-7006 - Facilitating Adult Learning Online
- EL-7007 - Developing Online Content Ethically and Legally
- EL-7700 - Leading Online Learning for K-12 Students

International Education and Globalization (IEG) Specialization

The focus of the International Education and Globalization specialization is on educational phenomena, practices, institutions, and organizations within different societies and cultures. This specialization includes an exploration of international organizations, initiatives, ethics, and challenges faced by international and global practitioners. Further, this specialization prepares individuals to apply the concepts of organizational training, development, and leadership to the design, management, and evaluation of programs, institutions, and organizations. Additionally, this specialization will examine issues, challenges, and opportunities related to culture and society; as well as conflict, mediation, and resolution. Finally, this specialization explores the concepts of diversity, equity, inclusion, and justice in international and global contexts to enhance strategies and policy for practitioners.

Specialization Courses - 12 credit hours

- IEG-7100 - Introduction to International and Global Education
- IEG-7200 - Perspectives on Culture, Society, and Education
- IEG-7300 - Educational Conflict, Mediation, and Resolution
- IEG-7500 - Ethical Issues and Responsibilities in International and Global Education

Social Emotional Learning (SEL) Specialization

The Social Emotional Learning (SEL) specialization is focused on mid-career or advanced classroom teachers, school counselors or psychologists, and school/district administrators who desire a more intensive examination of the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. From a practitioner's perspective, you will examine how these competencies are applied across classrooms, schools, homes, and communities. While individuals outside of the K-12 school context would benefit from the specialization, the courses do use a K-12 lens.

Specialization Courses – 12 credit hours

To fulfill the four-course elective requirement, students are required to take SEL-7100 and SEL-7600, with a choice of two of the remaining four courses in between. SEL-7100 should be taken as the first course and SEL-7600 should be taken as the last course.

Required Course:

- SEL-7100 - Foundations of Social Emotional Learning

Select 2 courses from the following:

- SEL-7200 - Implementing SEL in the Modern Classroom
- SEL-7300 - Integrating SEL into School Culture and Climate
- SEL-7400 - Incorporating SEL with Policy Development and Implementation
- SEL-7500 - Involving Caregivers and Communities

Required Course:

- SEL-7600 - Comprehensive Planning for SEL Initiatives

Doctor of Education in Instructional Design, EdD

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who earn the Doctor of Education in Instructional Design (EdD-ID) will manage complex design projects and apply advanced design skills within work settings spanning all industry sectors. The EdD-ID program outcomes are aligned to the advanced and managerial ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT). These competencies and standards include planning, analyses, universal design, development, rapid prototyping, implementation, evaluation, and project management of instructional and training interventions.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

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

Learning Outcomes

- Manage complex design processes and products collaboratively with diverse stakeholders
- Interpret leadership theories for their relevance in solving instructional and training problems
- Evaluate technologies used in instructional and training solutions
- Synthesize different principles, theories, and analyses for design projects
- Construct strategies to address ethical, legal, and political factors influencing instructional and training solutions
- Improve professional practice of instructional design

Basis for Admissions

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Education in Instructional Design (EdD-ID) requires 54 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the pre-candidacy prospectus, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed

The EdD-ID degree program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction

- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 41 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 35 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD-ID program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- ID-8200 - Advanced Instructional Design
- ID-8210 - Theoretical Foundations of Instructional Design
- ID-7020 - Leading and Managing Complex Design Projects
- EDR-8201 - Statistics I
- ID-7040 - Development Models and Evaluation of Design
- ID-8250 - Advanced Simulations, Games, and Mobile Design

- EDR-8300 - The Research Process
- EDR-8200 - Scholarly Literature Review
- ID-7080 - Special Considerations for the ID Leader
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9603E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Doctor of Philosophy in Education, PhD

Description of Program

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

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;

- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Dissertation Handbook that explains the process and the 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 the University will provide

the faculty, the academic support and process to assist with the attainment of high academic goals. There is an oral dissertation defense.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

*The elective course can be satisfied with any doctoral level Sanford College of Education course. The course listed in the degree plan can be changed upon request. Students should contact their Academic and Finance Advisor for assistance.

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- Elective Course*
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis -or- EDR-8202 - Statistics II
- CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation

- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base through current research and analysis of the planning and implementation of teaching and delivery modalities. Coursework focuses on instructional design methodologies incorporating educational media.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- EL-7001 - Principles and Practices in E-Learning
- EL-7002 - E-Learning Instructional Strategies
- EL-7003 - Instructional Design and Engaging E-Learning Activities
- EL-7004 - The Online Learner
- EL-7006 - Facilitating Adult Learning Online

International Education and Globalization (IEG) Specialization

The International Education and Globalization specialization focuses on educational phenomena, practices, institutions, and organizations within different societies and cultures. This specialization includes an exploration of international organizations, policies, initiatives, and challenges faced by international and global practitioners. Further, this specialization prepares individuals to apply the concepts of organizational training, development, and ethical leadership to the design, management, and evaluation of programs, institutions, and organizations. Additionally, this specialization will examine issues, challenges, and opportunities related to culture and society; as well as conflict, mediation, and resolution. Finally, this specialization explores the concepts of diversity, equity, inclusion, and justice in international and global contexts. For the Ph.D. student, this includes an exploration of policy and related theories of leadership.

Specialization Courses - 18 credit hours

- IEG-7100 - Introduction to International and Global Education
- IEG-7200 - Perspectives on Culture, Society, and Education
- IEG-7300 - Educational Conflict, Mediation, and Resolution
- IEG-7400 - Globalization and International Education Policy
- IEG-7500 - Ethical Issues and Responsibilities in International and Global Education
- IEG-7600 - Capstone: Theory and Leadership in International Education and Globalization

Social Emotional Learning (SEL) Specialization

The Social Emotional Learning (SEL) specialization is focused on mid-career or advanced classroom teachers, school counselors or psychologists, and school/district administrators who desire a more intensive examination of the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. From a practitioner's perspective, you will examine how these competencies are applied across classrooms, schools, homes, and communities. While individuals outside of the K-12 school context would benefit from the specialization, the courses do use a K-12 lens.

Specialization Courses – 18 credit hours

- SEL-7100 - Foundations of Social Emotional Learning

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

Doctor of Philosophy in Instructional Design, PhD

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who earn the Doctor of Philosophy in Instructional Design (PhD-ID) will make research-based contributions to the learning sciences through the synthesis of research, theory, and practice. Such contributions will relate to the ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT).

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

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

Learning Outcomes

- Support collaboration among diverse stakeholders invested in complex design processes and products
- Synthesize different principles, theories, and analyses for design projects
- Construct strategies to address ethical, legal, and political factors influencing design and development solutions
- Contribute to the theoretical body of knowledge in instructional design

Basis for Admissions

A conferred graduate degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature

- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD-ID program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- ID-8200 - Advanced Instructional Design
- ID-8210 - Theoretical Foundations of Instructional Design
- ID-8020 - Models and Heuristics of Instructional Design
- EDR-8201 - Statistics I
- ID-8030 - Collaboration in Design Practices and Products
- ID-8040 - Evaluation of Design Processes and Products
- ID-8250 - Advanced Simulations, Games, and Mobile Design
- EDR-8300 - The Research Process
- ID-8060 - Innovation in Learning Experiences
- EDR-8200 - Scholarly Literature Review
- ID-8080 - Special Considerations in the Practice and Research of Instructional Design and Development
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9703E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

School of Health Professions

Department of Healthcare Leadership

Master of Health Administration, MHA

Description of Program

Under the framework of interprofessional education, the Master of Health Administration (MHA) program will provide a high quality educational experience that prepares students for success in early and mid-career executive positions in the healthcare industry. The program exposes students to the essential leadership and management competencies required to successfully lead and navigate complex and diverse healthcare-related organizations.

Click here for potential career opportunities within the MHA.

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

Learning Outcomes

- Manage strategic projects and action plans in healthcare organizations
- Assess institutional financial and healthcare delivery performance
- Examine community healthcare needs per industry standards
- Model accountability with respect to compliance in policy, and regulation, and ethical codes of conduct
- Analyze organizational needs based on clinical and financial data

Program Affiliations

The MHA program has received candidacy status from the Commission on Accreditation of Healthcare Management Education (CAHME). The acceptance of the MHA program into CAHME Candidacy demonstrates the program's commitment to continuous quality improvement through a focus on attaining CAHME accreditation. The MHA program is also an associate member of the Association of University Programs in Health Administration (AUPHA) and participates in the American College of Healthcare Executives (ACHE) Higher Education Network. The MHA program has established the University's chapter of Upsilon Phi Delta, the national academic honor society for health administration students.

Basis for Admissions

The MHA degree requires a conferred bachelor's degree with a minimum undergraduate GPA of 3.0 or higher on a 4.0 scale or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution and the completion of the application for admission.

EXCEPTION: Applicants with an undergraduate GPA below 3.0 may seek conditional admission from the School Dean.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MHA program. See the Transfer Credit Policy for additional information.

The MHA program has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma
- Students are required to own or otherwise have access to a computer/laptop equipped with a webcam, a microphone, and a high-speed Internet connection in order to complete course assignments throughout their program

Time to Completion

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

The median time to completion for this program is 32 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 29 months.

Course Sequence

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

- MHA-5000 - Introduction to Healthcare Management

- MHA-5001 - Quantitative Analysis for Healthcare Managers
- MHA-5002 - Health Management Leadership Seminar
- MHA-5103 - Healthcare Finance
- MHA-5004 - Health Policy & Analysis
- MHA-5005 - Healthcare Quality Management
- MHA-5006 - Health Information Management
- MHA-5007 - Managerial Accounting for Healthcare Managers
- MHA-5008 - Healthcare Strategic Management & Marketing
- MHA-5109 - Health Economics
- MHA-5010 - Health Law and Ethics
- MHA-5011 - Population Health Management
- MHA-5012 - Human Resource Management
- MHA-5999 - MHA Capstone Course

Doctor of Health Administration, DHA

Description of Program

Under the framework of interprofessional education, the Doctor of Health Administration (DHA) program will provide a high-quality educational experience that prepares students for success in mid-career and senior level executive positions in the healthcare industry. The program will present essential competencies and learning experiences to enable and prepare graduates to lead and effect change in complex and diverse healthcare organizations.

Click here for potential career opportunities within the DHA.

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

Learning Outcomes

- Assess community needs through research, collaboration, and relationship building
- Recommend ethically sound policies that promote accountability and professionalism
- Facilitate change by leveraging technology and human capital within the healthcare industry
- Develop health related organizations by using data to inform strategy and address industry problems
- Construct and cultivate financial structures to ensure organizational viability

Basis for Admissions

In order to enter in the Doctor of Health Administration applicants must have a conferred master's degree from a regionally or nationally accredited academic institution with minimum grade point average of 3.0 or higher on a 4.0 scale. To be considered for admission to the DHA program, applications require:

- Completion of the application for admission
- Curriculum vitae or résumé
- Demonstration of at least 3 years of work-related experience in mid-level or higher healthcare management or health-related positions

EXCEPTION: Applicants without requisite healthcare experience/education may seek conditional admission from the School Dean.

Degree Requirements

The DHA degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The DHA degree program have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- University approval of dissertation project and successful completion of the dissertation defense
- Submission of the approved project to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma
- Students are required to own or otherwise have access to a computer/laptop equipped with a webcam, a microphone, and a high-speed Internet connection in order to complete course assignments throughout their program

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 44 months.

Doctoral Student Experience (DSE): An Applied Dissertation Process

Faculty assists each Doctoral student to reach this high academic goal through a systematic process leading to a high-quality, completed applied project. The applied dissertation is a scholarly documentation of the completed project, which uses current knowledge to solve a real-world problem. This process requires care in choosing a project topic, documenting its importance, planning the methodology, and connecting the importance of the project to the field. These activities lead smoothly into writing the applied dissertation and presenting the defense of the project.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses as they work on their applied project. These courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the course sequence. If additional time is required to complete any of the courses, students must enroll in supplemental courses and pay the tuition for those courses. Continuous enrollment will only be permitted when students demonstrate progress toward completing the requirements of the applied doctoral project. The Project Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the applied doctoral project. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- DHA-7000 - The United States Healthcare Delivery System
- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7002 - Health Leadership and Systems Thinking
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7004 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders
- DHA-7005 - Healthcare Quality Management
- DHA-7006 - Health Law, Ethics, and Policy
- DHA-7007 - Trends and Issues in Executive-Level Management for Healthcare Administrators
- DHA-7108 - Applied Research Projects in Healthcare
- DHA-7009 - Quantitative Reasoning and Analysis
- DHA-7010 - Project and Resource Management in Integrated Systems
- DHA-7011 - Advanced Application of Practice-Based Research in Health
- DHA-7012 - Data-Driven Decision Making
- Elective Course 1
- Elective Course 2
- CMP-9701HA - DHA Pre- Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Recommended Elective Courses - 6 credit hours

The Doctor of Health Administration program allows students to select electives from a broad range of courses to fit their personal and professional goals. Electives have been agreed upon by the Deans of the Schools of Business and Economics, Sanford College of Education, JFK School of Psychology and Social Sciences, and Technology and Engineering. A complete listing of the approved electives can be located through the following resources: the DHA Program Handbook, the Health Administration Forum of The Commons, or by contacting the School of Health Professions Academic and Financial Advisor(s).

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

Department of Nursing

Master of Science in Nursing, MSN

Description of Program

The Master of Science in Nursing (MSN) program is a 36-credit hour master's degree with an emphasis on leadership in contemporary health care organizations. The mission of the MSN program is to prepare nurses to function in nursing leadership roles by engaging in scholarship, synthesize evidenced-based research and institutional data, and contribute to interprofessional collaboration and practice implementation for optimal outcomes in diverse healthcare settings.

Click here to view the MSN Handbook.

Click here for potential career opportunities within the MSN.

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

Learning Outcomes

- Appraise nursing leadership roles utilizing data assessment, quality processes and improvement sciences
- Recommend professional nursing practices using research and evidence-based practice models
- Prioritize accountability and responsibility in professional judgment, ethics and actions
- Optimize collaboration strategies to develop, participate, and lead interprofessional teams and partnerships
- Evaluate policies and economics related to healthcare delivery
- Integrate health promotion and prevention strategies to improve care of diverse populations

Basis for Admissions

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

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

- Also required are official transcripts, current resume, or curriculum vitae.

Degree Requirements

The Masters of Science in Nursing program requires a total of 36 graduate credits, including a minimum of 140 practice experience hours, for graduation.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Nursing for graduate coursework completed at an accredited college or university while enrolled in a graduate program with a grade of "B" or better.

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

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Cumulative grade point average of 3.0 (letter grade of "B" or higher)
- Official documents on file for the basis for admission
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma
- Students are required to own or otherwise have access to a computer/laptop equipped with a webcam, a microphone, and a high-speed Internet connection in order to complete course assignments throughout their program

Time to Completion

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

The estimated time to completion for this program is 26 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 26 months.

Program Specific Accreditation Information

The Master of Science in Nursing (MSN) degree program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org).

Course Sequence

The Master of Science in Nursing program can be completed with a minimum of 36 credit hours, but may require additional credit hours, depending on the completion of practice hours. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- MSN-5000 - Dynamic Healthcare Environments
- MSN-5001 - Theoretical Foundations of Human Behavior
- MSN-5002 - Population Health Management
- MSN-5003 - Health Outcomes Research
- MSN-5004 - Quality and Safety
- MSN-5005 - Health Policy
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- MSN-6000 - Capstone Experience

Management in Organizational Leadership Specialization

The MSN in Management in Organizational Leadership program includes 36-credit hours and a minimum of 140 practice experience hours. The course outcomes are aligned with the American Association of Colleges (AACN) MSN Essentials (2011) and incorporates the American Organization of Nurse Leaders (AONL) Competencies (2015). The program is designed to offer graduate level education to Registered Nurses (RN) with a Bachelor of Science in Nursing (BSN) degree.

Designed for experienced nurses who want to expand their career options. This specialty prepares nurses to function in nursing leadership roles by engaging in scholarship, synthesize evidenced-based research and institutional data, and contribute to interprofessional collaboration and practice implementation for optimal outcomes in diverse healthcare settings.

Specialization Courses – 15 credit hours

- MSN-5100 - Human Resources Management
- MSN-5110 - Leadership in Healthcare Organizations
- MSN-5120 - Health Informatics

- MSN-5130 - Healthcare Finance & Economics
- MSN-5140 - Healthcare Strategic Management and Planning

Doctor of Nursing Practice in Executive Leadership, DNP

Description of Program

The DNP in Executive Leadership specialization is designed for experienced nurses who want to expand their career options. This specialty prepares advanced degree nurses to assume a broader leadership role as a nurse executive within a healthcare organization and to actively participate in and lead interdisciplinary teams. In addition to the American Association of Colleges of Nursing (AACN) DNP Essentials (2006), the specialization outcomes were based upon the American Organization for Nursing Leadership (AONL) Nurse Executive Competencies (2015).

The DNP program includes both didactic and practice experience courses to meet the degree requirements. Click here to view the DNP Handbook.

The University's DNP program will utilize both the American Association of Colleges of Nursing (AACN) DNP Essentials (2006) and the American Organization of Nurse Leaders (AONL) competencies (2015) in the development of program and course outcomes. The program includes a minimum of 570 practice experience hours. A minimum of 1000 post-baccalaureate clinical/practice experience hours is required for program completion. The experiential learning component is focused on the development of leadership competencies across a variety of healthcare settings and organizations.

Click here for potential career opportunities within the DNP.

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

Learning Outcomes

- Evaluate data to inform nursing practice, organizational health, and care delivery
- Develop data-informed, literature-based strategic plans for organizations
- Interface with other nursing professionals with regards to the fostering of culture of accountability and responsibility for professional judgment and actions
- Create new explanatory and predictive models to advance healthcare organizations and nursing care delivery in a global society
- Recommend health policies, which ensure stewardship of resources, promote social justice, and community partnership in maintaining health

Basis for Admissions

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

1. Earned Master of Science in Nursing (MSN) from a regionally or nationally accredited program (an institution accredited by either a regional accreditation agency or an agency recognized by the Council for Higher Education (CHEA)
2. A total of 1000 post-baccalaureate supervised clinical/practice experience hours are required for DNP program completion. Up to 500 of supervised clinical/practice experience hours accumulated during an MSN program, Advanced Practice Registered Nurses (APRN) program/certificate, or post-master's certificate may be applied to the University's DNP program
3. GPA 3.0 or above on a 4.0 scale
4. Current, active, unencumbered licensure as a registered nurse (RN). (Require license number and expiration date.)
5. Employment verification or verified access to an applicable healthcare environment for practice experience requirements and completion

6. May require candidacy review process including telephone and/or video interview and writing samples
7. Also required are transcripts, current resume, or curriculum vitae

Degree Requirements

The Doctor of Nursing Practice in Executive Leadership degree requires a minimum of 46 credit hours at the graduate level beyond the master's degree. The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The DNP degree program have the following graduation requirements:

- A minimum of 34 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Complete required practice experience hours
- Satisfactory completion of DNP Project
- Submission of the approved final DNP Project
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma
- Students are required to own or otherwise have access to a computer/laptop equipped with a webcam, a microphone, and a high-speed Internet connection in order to complete course assignments throughout their program

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The estimated time to completion for this program is 30 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 30 months.

Doctoral Student Experience (DSE): An Applied Dissertation Process

Faculty assists each Doctoral student to reach this high academic goal through a systematic process leading to a high-quality, completed applied project. The applied dissertation is a scholarly documentation of the completed project, which uses current knowledge to solve a real-world problem. This process requires care in choosing a project topic, documenting its importance, planning the methodology, and connecting the importance of the project to the field. These activities lead smoothly into writing the applied dissertation and presenting the defense of the project.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses as they work on their applied project. These courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the course sequence. If additional time is required to complete any of the courses, students must enroll in supplemental courses and pay the tuition for those courses. Continuous enrollment will only be permitted when students demonstrate progress toward completing the requirements of the applied doctoral project. The Project Committee determines progress. DNP students will continue to complete practice hours in to meet program requirements while completing the DIS 99XX course sequence.

Program Specific Accreditation Information

The Doctor of Nursing Practice (DNP) degree program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org).

Course Sequence

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

- DNP-7000 - Leadership and Interprofessional Collaboration
- DNP-7001 - Contemporary Topics in Health Care
- DNP-7002 - Healthcare Economics and Finance
- DNP-7003 - Informatics in Healthcare Delivery
- DNP-7004 - Advanced Health Policy & Advocacy
- DNP-7005 - Translation of Evidence into Practice
- DNP-7106 - Program Planning and Evaluation
- DNP-7107 - Health Outcomes Research
- DNP-7108 - Clinical Analytics and Data Management
- DIS-9911A - Applied Doctoral Introduction *****
- DIS-9912A - Applied Doctoral Proposal *****
- DIS-9913A - Institutional Review Board (IRB) and Data Collection *****
- DIS-9914A - Applied Doctoral Manuscript *****
  ***** DNP students will continue to earn practice hours to obtain executive leadership experience and to meet program requirements upon successful completion of the practice experience and DIS courses as indicated.

John F Kennedy School of Psychology and Social Sciences

Department of Psychology

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate in Psychology is designed for individuals who would like to learn more about human behavior. Students select courses from a broad range of electives to fit their personal and professional goals. Several emphasis areas will be available to students, for example, Health Psychology, I/O Psychology, Forensic Psychology, and Gender and Sexual Fluidity. Students may use their coursework in preparation for graduate studies or to pursue a variety of career options including research, human resources, business and public service.

Click here for potential career opportunities within the Post-Baccalaureate Certificate.

Basis for Admissions

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

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months. Students in the Applied Behavior Specialization can expect to finish in 15 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied toward the specialization sequence within a master's program
- Applying Post-Baccalaureate Certificate coursework toward a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied toward a Post-Baccalaureate Certificate program.

Areas of Emphasis and Specific Courses - 12 credit hours

Students can select any four courses from all the courses listed below or they can select a group of four courses based on an area of specialization.

Child and Adolescent Developmental Psychology

- PSY-5702 - Pre-Natal and Early Childhood Development
- PSY-5703 - Child and Adolescent Development
- PSY-6704 - Gender Development in Children and Adolescents
- PSY-6705 - Child and Adolescent Psychopathology

Educational Psychology

- PSY-6802 - Educational Psychology for Diverse Populations
- PSY-6114 - Psychological Tests and Measurements
- PSY-6115 - Psychology of Learning
- PSY-6803 - Gifted and Talented Education for Diverse Populations

Forensic Psychology

- PSY-5114 - Policy and Justice in Forensic Psychology
- PSY-5113 - Psychological Evaluation and Treatment in Correctional Settings
- PSY-5112 - Theories of Criminal Behavior
- PSY-5505 - Diversity in Forensic Psychology

Gender and Sexual Fluidity

- PSY-6201 - Psychology of Sexuality and Sexual Orientation
- PSY-6202 - Psychology of Gender
- PSY-6203 - Introduction to Transgender and Non-Binary Studies
- PSY-6206 - Psychology of LGBTQ+ Studies

General Psychology *

- PSY-5109 - Theories of Personality
- PSY-6102 - Multicultural Psychology
- PSY-6103 - Human Communication
- PSY-6104 - Positive Psychology

* Students may select courses from a broad range of electives at the 5000 or 6000 level (with the exception of Foundations and Internship courses)

Health Psychology

- PSY-5302 - Stress and Coping
- PSY-5303 - Behavioral Nutrition
- PSY-5304 - Collaborative Care and Mental Health Policy
- PSY-6304 - Coaching for Health and Wellness

Industrial/Organizational Psychology

- PSY-5402 - Organizational Development
- PSY-5403 - Personnel Selection and Recruitments
- PSY-5111 - Applied Statistics in I/O PSY
- PSY-6425 - Survey Methods and Organizational Behavior

Sport Psychology

- PSY-6909 - Applied Sport Psychology
- PSY-6905 - Professional Ethics in Sport Psychology
- PSY-6907 - Kinesiology
- PSY-6908 - Psychopathology in Sport

Threat Assessment and Management

- PSY-6512 - Threat Assessment
- PSY-6513 - Threat Management
- PSY-6514 - Special Topics in Threat Assessment and Management
- PSY-6515 - Capstone in Threat Assessment and Management

Master of Arts in Psychology, MA

Description of Program

The Master of Arts (MA) program enables students to pursue advanced study in psychology that can lead to careers in the helping professions, industry, government, and nonprofit organizations. The program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

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

Learning Outcomes

- Analyze theories and principles in psychology to inform professional contexts
- Examine research methods and data analysis in psychology
- Apply psychological principles and research in personal, social, and organizational issues
- Relate ethical principles of psychology in academic and professional issues
- Examine diversity issues in professional contexts
- Model clear and effective communication for fellow professionals and the public

Basis for Admissions

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

Degree Requirements

The Master of Arts in Psychology with a specialization in Gender and Sexual Fluidity or General Psychology require a total of 30 credit hours at the graduate level.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Arts in Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 to 18 months depending on the specialization.

Course Sequence

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

Students who complete at least 15 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic and Finance Advisor for more information.

- PSY-5101 - Foundations for Graduate Study in Psychology
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5104 - Theories of Human Development and Functioning
- PSY-5107 - Research Design
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Capstone Course

Gender and Sexual Fluidity Specialization

The purpose of the Gender and Sexual Fluidity specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation.

Specialization Courses - 18 credit hours

- PSY-5109 - Theories of Personality
- PSY-6201 - Psychology of Sexuality and Sexual Orientation
- PSY-6202 - Psychology of Gender
- PSY-6203 - Introduction to Transgender and Non-Binary Studies
- PSY-6206 - Psychology of LGBTQ+ Studies
- PSY-6207 - Capstone: Gender and Sexual Fluidity

General Psychology Specialization

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

Students must complete a minimum of 18 credit hours for the specialization in General Psychology (9 credit hours are from elective courses and 9 credits hours are from required courses). Students may take psychology courses at the 5000, 6000 level including up to two courses from other fields (MFT, Business, Technology and/or Education) to fulfill their specialization requirements. Courses from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 18 credit hours

Required Courses

- PSY-5109 - Theories of Personality
- PSY-5108 - Cognitive and Affective Basis of Behavior

Select 3 courses from the following recommended* course list:

- PSY-6102 - Multicultural Psychology

- PSY-6103 - Human Communication
- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6114 - Psychological Tests and Measurements
- PSY-6121 - Theories of Psychotherapy and Counseling
  Required Capstone Course
- PSY-6106 - Capstone Course: Psychology

Note

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan. Additionally, courses from the Department of Psychology Master of Science Programs cannot be used for specialization courses.

Master of Science in Child and Adolescent Developmental Psychology, MS

Description of Program

This 30 credit Master of Science (MS) program in Child and Adolescent Developmental Psychology enables students to pursue advanced study in child and adolescent developmental psychology that can lead to careers in the helping professions, industry, government, and for profit and nonprofit organizations for which clinical training is not necessary. The child and adolescent developmental psychology master's degree program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project or a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

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

Learning Outcomes

- Synthesize theories and principles applicable to the field of child and adolescent developmental psychology through written communication
- Appraise research methods and data analysis applicable in the framework of child and adolescent developmental psychology
- Investigate empirically supported interventions for research, administration or practice of child and adolescent developmental psychology
- Employ ethical principles of psychology in academic and professional matters of child and adolescent developmental psychology
- Examine diversity issues in the context of child and adolescent developmental psychology

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science degree in Child and Adolescent Developmental Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Child and Adolescent Developmental Psychology for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit Policy for additional information.

- PSY-5703 must be completed at the University

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 18 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

The Master of Science in Child and Adolescent Developmental Psychology program can be completed in 30 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5701 - Foundations of Child and Adolescent Developmental Psychology
- PSY-5702 - Pre-Natal and Early Childhood Development
- PSY-5703 - Child and Adolescent Development
- PSY-6704 - Gender Development in Children and Adolescents
- PSY-5107 - Research Design
- PSY-6705 - Child and Adolescent Psychopathology
- PSY-5706 - Ethics in Development Psychology
- PSY-5110 - Applied Statistics
- PSY-6708 - ADHD and Autistic Spectrum
- PSY-6709 - Capstone in Child and Adolescent Developmental Psychology - OR - PSY-6710 - Internship in Child and Adolescent Developmental Psychology

Master of Science in Educational Psychology, MS

Description of Program

The Master of Science in Educational Psychology is a 30-credit educational plan offering students a focused academic experience/education in the field of Educational Psychology. Students start the program with a Foundations course that provides introductory knowledge to the field of Educational Psychology. Students will take six courses in the area of Educational Psychology, a research and an applied statistics course. At the culmination of the Master of Science in Educational Psychology educational plan, students have the option to choose course and capstone or an internship course. In the capstone course, students will complete a capstone project, while during the internship, students complete approximately 100 hours of working in the field.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

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

Learning Outcomes

- Employ ethical principles of psychology in academic and professional matters of educational psychology
- Examine research methods and data analysis applicable in the framework of educational psychology
- Investigate empirically supported interventions for research, administration, or practice of educational psychology
- Examine diversity issues in the context of educational psychology
- Synthesize theories and principles applicable to the field of educational psychology

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

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

Basis for Admissions - Washington State Students (MS)

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov

- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) in psychology programs provides support to students in securing quality internship placements that include but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
    - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Educational Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Educational Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Course Sequence

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

All Master of Science programs require the Foundations course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-6801 - Foundations of Educational Psychology
- PSY-5703 - Child and Adolescent Development
- PSY-6802 - Educational Psychology for Diverse Populations
- PSY-6114 - Psychological Tests and Measurements
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5107 - Research Design
- PSY-6115 - Psychology of Learning
- PSY-5110 - Applied Statistics
- PSY-6803 - Gifted and Talented Education for Diverse Populations
- PSY-6810 - Capstone for Educational Psychology - OR - PSY-6811 - Internship for Educational Psychology

Master of Science in Forensic Psychology, MS

Description of Program

The 30-credit Master of Science (MS) in Forensic Psychology provides students with knowledge and understanding of human behavior as it is presented by individuals who are involved in the legal system. The coursework for all students in this program examines policy and justice, victims and offenders, diversity and ethics, basics of risk and threat assessment and management, theories of criminal behavior, and evaluation and treatment in offender populations.

The MS in forensic psychology degree is not designed to lead towards licensure or certification but will provide students with a broad overview of the field which will allow students to better understand forensic psychology as a whole, gain scholarly knowledge in their personal areas of interest, and prepare for a career in a diverse range of forensic psychology-oriented professions.

Employment options available with this training include, but are not limited to, correctional facilities, child welfare and advocacy organizations, community based clinics and organizations, probation and other law enforcement or government agencies, court related services, and mental health institutions.

Students are able to choose a non-clinical internship course/project or a research driven capstone course/project. This provides students with the option to choose between a path in which they can explore practical applications in an internship setting or engage in a research driven capstone project.

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

Learning Outcomes

- Analyze theories and principles in psychology within forensic settings
- Explain usage of diagnostic and assessment tools within forensic settings
- Examine diversity issues within forensic settings

- Evaluate ethical behavior within forensic settings
- Synthesize research within forensic settings

Basis for Admissions

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

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

Basis for Admissions - Washington State Students (MS)

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) in psychology programs provides support to students in securing quality internship placements that include but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
    - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Forensic Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Forensic Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information. Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 19 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5501 - Principles of Forensic Psychology
- PSY-6516 - Fundamentals of Risk and Threat Assessment
- PSY-5114 - Policy and Justice in Forensic Psychology
- PSY-5112 - Theories of Criminal Behavior
- PSY-5107 - Research Design
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Capstone Course

General Specialization

The Master of Science (MS) in Forensic Psychology General Specialization provides students with the knowledge and understanding of human behavior and how it is exhibited in legal setting and environments. The coursework in this degree program examines the use and application of psychology principles in correctional settings, characteristics of victimization and offenders, antecedents of aggression, and offender treatment strategies. This master's level degree is not designed to lead towards licensure or certification. Employment options available with this training include, but are not limited to, correctional facilities, child welfare and advocacy organizations, community-based clinics and organizations, and mental health institutions. Students in this program are able to choose a non-clinical internship course/project or a research driven capstone course/project. This provides students with the option to choose between a path in which they can explore practical applications in an internship setting or engage in a research driven capstone project.

Required Courses - 15 credit hours

- PSY-5113 - Psychological Evaluation and Treatment in Correctional Settings
- PSY-5505 - Diversity in Forensic Psychology
- PSY-5110 - Applied Statistics
- PSY-6517 - Investigative Psychology: Application of Offender Profiling and Characteristics
  Select one of the following:
- PSY-6510 - Capstone in Forensic Psychology
- PSY-6511 - Internship in Forensic Psychology

Threat Assessment and Management Specialization

In the threat assessment and management specialization, students will dive deeper into this field and learn the essential elements of threat assessment and management, including the use of assessment tools, interviewing, and information gathering, risk factors and mitigation strategies, and team processes for different types of threats including workplace violence, intimate partner violence and stalking, school violence, or other areas of targeted violence. While this specialization does not lead to licensure, the specialization will require students to review key components critical for the exam to become a Certified Threat Manager (CTM) with the Association of Threat Assessment Professionals (ATAP) which they may wish to take as part of their professional career. Employment options available with this training include, but are not limited to law enforcement or government agencies, court related services, educational institutions, private industries, and practices specifically working in the threat management field. Students in the threat assessment and management specialization will complete their program with an applied course that allows students to put into practice what they have learned by employing assessment and management practices to real world examples.

Required Courses - 15 credit hours

- PSY-6512 - Threat Assessment
- PSY-6513 - Threat Management
- PSY-5110 - Applied Statistics
- PSY-6514 - Special Topics in Threat Assessment and Management
- PSY-6515 - Capstone in Threat Assessment and Management

Master of Science in Health Psychology, MS

Description of Program

This 30 credit Master of Science (MS) in Health Psychology program enables students to pursue advanced study in health psychology that can lead to careers in the helping professions, industry, government, and nonprofit organizations for which clinical training is not necessary. The health psychology master's degree program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project and a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship

allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

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

Learning Outcomes

- Synthesize theories and principles applicable to the field of health psychology through written communication
- Appraise research methods and data analysis applicable in the framework of health psychology
- Investigate empirically supported interventions for research, administration, or practice of health psychology
- Employ ethical principles of psychology in academic and professional matters of health psychology
- Examine diversity issues in the context of health psychology

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

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

Basis for Admissions - Washington State Students (MS)

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) in psychology programs provides support to students in securing quality internship placements that include but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a

national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner

- The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
- We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Health Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Health Psychology for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit Policy for additional information.

- PSY-5303 must be completed at the University

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 18 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5301 - Foundations in Health Psychology
- PSY-5302 - Stress and Coping

- PSY-5303 - Behavioral Nutrition
- Elective Course 1
- PSY-5107 - Research Design
- PSY-5304 - Collaborative Care and Mental Health Policy
- Elective Course 2
- PSY-5110 - Applied Statistics
- Elective Course 3
- PSY-6305 - Capstone in Health Psychology - OR - PSY-6311 - Internship in Health Psychology

Electives

Please select three of the following:

- PSY-6104 - Positive Psychology
- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6107 - Adult Psychopathology
- PSY-6117 - Psychology of Trauma
- PSY-6304 - Coaching for Health and Wellness

Master of Science in Industrial and Organizational Psychology, MS

Description of Program

This 30 credit Master of Science (MS) in Industrial and Organizational Psychology (I/O) program allows students to pursue advanced studies in I/O psychology that can lead to careers in helping professions, industry, government, and nonprofit organizations for which clinical training is not necessary. The I/O psychology master's degree program also provides students with the foundational knowledge and necessary skills for doctoral-level studies.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project and a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

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

Learning Outcomes

- Synthesize theories and principles applicable to the field of industrial and organizational (I/O) psychology through written communication
- Appraise research methods and data analysis applicable in the framework of I/O psychology
- Investigate empirically supported interventions for research, administration, or practice of I/O psychology
- Employ ethical principles of psychology in academic and professional matters of I/O psychology
- Examine diversity issues in the context of I/O psychology

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

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

Basis for Admissions - Washington State Students (MS)

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) in psychology programs provides support to students in securing quality internship placements that include but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The MS program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
    - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Industrial/ Organizational Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Industrial and Organizational Psychology for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit Policy for additional information.

- PSY-5403 must be completed at the University

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 18 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

The Master of Science in Industrial and Organizational Psychology program can be completed in 30 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5401 - Foundations in I/O Psychology
- PSY-5402 - Organizational Development
- PSY-5403 - Personnel Selection and Recruitments
- PSY-5107 - Research Design
- Elective Course 1
- PSY-5111 - Applied Statistics in I/O PSY
- Elective Course 2
- PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology
- PSY-6425 - Survey Methods and Organizational Behavior
- PSY-6429 - Capstone in I/O Psychology - OR - PSY-6411 - Internship in I/O Psychology

Electives

Please select two of the following:

- PSY-6421 - Psychology of Leadership
- PSY-6422 - Work Motivation and Employee Engagement
- PSY-6423 - Training and Evaluation
- PSY-6414 - Small Group Theory and Team Processes

Master of Science in Sport Psychology, MS

Description of Program

The Master of Science in Sport Psychology (MSPSYSP) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Sport Psychology. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of Sport Psychology (SP). Students in this program will critically analyze a broad range of theories and practical knowledge in SP. Degree requirements also includes involvement in ongoing internship/field work and supervision. This training prepares students for applied sport psychology work in a variety of settings including youth and recreational sports facilities, high school athletics, collegiate athletic departments, professional sports organizations, and private practice. Additional program description, requirements, policies, and procedures are further described in the SP Program Handbook.

Click here for potential career opportunities within the MS in Sport Psychology.

Learning Outcomes

- Explore theories and principles in sport psychology to inform professional contexts and promote performance enhancement
- Examine research methods and data analysis in sport psychology
- Apply psychological principles and research to personal, social, and organizational issues
- Develop a personalized approach to professional services
- Employ ethical principles of sport psychology in academic and professional matters
- Examine diversity issues in professional contexts

Basis for Admissions

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

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

Basis for Admissions - Washington State - MS in Sport Psychology

Washington State has asked that we provide you the following information before you enroll in the specializations in the MS in Sport Psychology:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution

    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science in Sport Psychology provides support to students in securing quality internship placements that include but are not limited to Program Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The Master of Science in Sport Psychology cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
    - We encourage students to contact the Program Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science in Sport Psychology program requires a total of 36 credit hours at the graduate level.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Sport Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

All master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 25 to 27 months depending on the option to take 2,12-week Field Work courses.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 to 21 months depending on the option to take 2,12-week Field Work courses.

Course Sequence

The Master of Science in Sport Psychology program can be completed in 36 credits.

- PSY-6904 - Foundations of Sport Psychology
- PSY-6905 - Professional Ethics in Sport Psychology
- PSY-6909 - Applied Sport Psychology
- PSY-6910 - Counseling Skills for Sport Psychology
- PSY-6912 - Diversity, Culture and Society
- PSY-6906 - Research Methods in Sport Psychology
- PSY-6907 - Kinesiology
- PSY-6908 - Psychopathology in Sport
- PSY-6911 - Psychological Foundations of Human Behavior
- PSY-6913 - Team Building and Group Dynamics
- PSY-6914 - Psychology of Athletic Injury -or- PSY-6915 - Field Work I *
- PSY-6917 - Capstone in Sport Psychology -or- PSY-6916 - Field Work II *
  *A course material fee of $197.00 will be charged for PSY-6915 - Field Work I and PSY-6916 - Field Work II. The course material fee will be waived for PSY-6916 - Field Work II, if the student took PSY-6915 - Field Work I and paid the course material fee of $197.00.

Post-Master's Certificate

Description of Program

The Post-Master's Certificate in Psychology allows students to select courses from a broad range of electives to fit their personal and professional goals. Several emphasis areas will be available to students, for example, Health Psychology, I/O Psychology, Substance-Related and Addictive Disorders, and Psychology of Gender and Sexual Fluidity. Completion of this certificate will assist individuals in pursuing a variety of career opportunities in research and education in both the public and the private sector in setting such as schools, hospitals, clinics, research centers, business, and health care teams.

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

Basis for Admissions

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

Scope

6 Courses (18 Credit hours) must be completed to earn a Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied toward a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution

- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 12 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 10 - 13 months depending on the specialization.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the Post-Master's Certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied toward a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Areas of Emphasis and Specific Courses - 18 credit hours

Students can select any six courses from all the courses listed below or they can select a group of six courses based on an area of specialization.

General Psychology *

- PSY-8100 - Theories of Personality
- PSY-8130 - Multicultural Psychology
- PSY-8138 - Cognition, Emotion, and Motivation
- PSY-8139 - Positive Psychology
- PSY-8140 - Community Psychology
- PSY-8141 - Human Communication- Interviewing Skills

  * Students may select courses from a broad range of electives at the 7000 or 8000 level (with the exception of Foundations and Internship courses)

Gerontology

- PSY-8335 - Psychology of Aging
- PSY-8336 - Mental Health and Aging
- PSY-8337 - Aging, Families, and Elder Care
- PSY-8338 - Multicultural Perspectives of Aging
- PSY-8340 - Death and Dying
- PSY-8341 - Positive Aging

Health Psychology

- PSY-8306 - Health Psychology
- PSY-8307 - Psychosocial Factors in Health
- PSY-8308 - Behavioral Nutrition

- PSY-8309 - Eating Disorders and Obesity
- PSY-8310 - Complementary and Alternative Medicine
- PSY-8311 - Consultation and Interventions in Health Care Settings

Industrial/Organizational Psychology

- PSY-8407 - Industrial/Organizational Psychology
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes
- PSY-8410 - Organizational Development
- PSY-7113 - Recruitment, Selection, and Training
- PSY-8413 - Consulting in Business, Education, and Health

Psychology of Gender and Sexual Fluidity

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

Social Policy and Behavioral Health Administration

- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8507 - Comparative Analysis of Evidence-based Interventions
- PSY-8509 - Behavioral Health Services Policy
- PSY-8511 - Behavioral Health Administration and Management
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes

Substance-Related and Addictive Disorders

- PSY-8152 - Co-occurring Substance Related and Addictive Disorders and other Mental Conditions
- PSY-8153 - Family Systems Approaches for Substance-Related and Addictive Disorders
- PSY-8154 - Substance Related and Addictive Disorder Assessment and Treatment Planning
- PSY-8155 - Group Counseling in the Treatment of Substance Use Disorder
- PSY-8156 - Research in Substance-Related and Addictive Disorders
- PSY-8157 - Clinical Survey in Substance-Related and Addictive Disorders

Trauma and Disaster Relief

- PSY-8312 - Concepts of Trauma and Resiliency
- PSY-8313 - Trauma across the Developmental Continuum
- PSY-8314 - Disaster Response and Trauma Responsive Practices
- PSY-8315 - Community Trauma and Resilience
- PSY-8316 - Diversity in Trauma and Disaster Response
- PSY-8317 - Research Ethics in Trauma and Disaster Response

Doctor of Philosophy in Psychology, Counseling Psychology Specialization, PhD

Description of Program

The Doctor of Philosophy (PhD) program was designed in response to the growing interest in psychology as a discipline of study and the need for advanced studies, including research beyond the master's level. This degree program emphasizes theory, research, and scholarship, culminating in a dissertation.

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

Learning Outcomes

- Appraise theories and principles in psychology to inform professional contexts
- Evaluate research methods and data analysis in psychology
- Select psychological principles and research for application to personal, social, and organizational issues
- Evaluate ethical principles of psychology in academic and professional issues
- Critique diversity issues in professional contexts
- Design clear and effective communication for fellow professionals and the public

Basis for Admissions

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

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

Degree Requirements

The PhD in Psychology degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The PhD degree programs in psychology have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the Pre-Candidacy Prospectus course
- University approval of dissertation manuscript and successful completion of the dissertation defense
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University

(excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course

- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 81 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 46 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in 60 credits but may require additional credit hours, depending on the time required to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PSY-7101 - Foundations for Doctoral Study in Psychology
- PSY-7102 - Scholarly Writing and Professional Communication in Psychology
- Specialization Course 1
- PSY-7103 - Research Methods
- Specialization Course 2
- PSY-7104 - Statistics I
- Specialization Course 3
- PSY-7105 - Tests and Measurements
- Specialization Course 4
- Elective Course*
- PSY-7110 - Introduction to Quantitative and Qualitative Methods

- PSY-7111 - Advanced Qualitative and Quantitative Analysis and Design
- Specialization Course 5
- Specialization Course 6
- PSY-7112 - Research Design Planning
- CMP-9701P - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Note

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Counseling Psychology Specialization

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

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

Specialization Courses – 18 Credit Hours

Required Courses - 6 Credit Hours

- PSY-8147 - Psychopharmacology
- PSY-8109 - Cognitive and Personality Assessment

Select 4 courses from the following:

- PSY-8130 - Multicultural Psychology
- PSY-8144 - Group Therapy
- PSY-8145 - Child and Adolescent Psychology
- PSY-8148 - Adult Psychopathology
- PSY-8146 - Theories of Psychotherapy and Counseling
- PSY-8604 - Addiction Treatment and Special Populations
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8118 - Grant Writing in Psychology
- PSY-8107 - Program Evaluation and Monitoring in Psychology
- Any PSY-8000 course

Doctor of Philosophy in Psychology, PhD

Description of Program

The Doctor of Philosophy (PhD) program was designed in response to the growing interest in psychology as a discipline of study and the need for advanced studies, including research beyond the master's level. This degree program emphasizes theory, research, and scholarship, culminating in a dissertation.

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

Learning Outcomes

- Appraise theories and principles in psychology to inform professional contexts
- Evaluate research methods and data analysis in psychology
- Select psychological principles and research for application to personal, social, and organizational issues
- Evaluate ethical principles of psychology in academic and professional issues
- Critique diversity issues in professional contexts
- Design clear and effective communication for fellow professionals and the public

Basis for Admissions

In order to enter the Doctor of Philosophy in Psychology, applicants must have a conferred master's degree from a regionally or nationally accredited academic institution. There are two options for entering the doctoral program in psychology:

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 complete the Standard Curriculum course. Students in the Evaluation Track will begin their degree plan with PSY-7101 and PSY-7102. They will then be required to complete the Standard Curriculum course prior to taking the remaining courses in their degree plan.

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

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

- PSY-7120 - Overview of the Psychological Concepts

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 the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the Pre-Candidacy Prospectus course
- University approval of dissertation manuscript and successful completion of the dissertation defense
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 81 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 46 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in 60 credits (not including required Standard Curriculum courses) but *may require additional credit hours*, depending on the time required to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PSY-7101 - Foundations for Doctoral Study in Psychology
- PSY-7102 - Scholarly Writing and Professional Communication in Psychology
- Standard Curriculum Course, if needed
- Specialization Course 1

- PSY-7103 - Research Methods
- Specialization Course 2
- PSY-7104 - Statistics I
- Specialization Course 3
- PSY-7105 - Tests and Measurements -OR- PSY-7116 - Tests and Measurements in Industrial/Organizational Psychology (I/O specialization)
- Specialization Course 4
- Elective Course*
- PSY-7110 - Introduction to Quantitative and Qualitative Methods
- Specialization Course 5
- Specialization Course 6
- PSY-7111 - Advanced Qualitative and Quantitative Analysis and Design
- PSY-7112 - Research Design Planning
- CMP-9701P - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Note

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Exceptions:

- The preferred elective course for the Industrial/Organizational Psychology specialization is PSY-8413. Students that would like to work with the I/O Psychology Internship Coordinator to participate in an internship will need to enroll in PSY-7118 Internship in I/O Psychology, after the I/O Psychology Internship Coordinator approves the internship site and plan
- The preferred elective course for Substance-Related Disorders is PSY-8118 Grant Writing in Psychology or PSY-8511 Behavioral Health Administration and Management or PUB-7005 Public Budgeting and Finance.
- The preferred elective course for Social Policy and Behavioral Health Administration is PSY-8118 Grant Writing in Psychology or PSY-8140 Community Psychology. Students that would like to work with the Internship Coordinator to participate in an internship will need to use this elective to enroll in PSY-8508 Internship in Social Policy and Mental Health Administration, after the Internship Coordinator approves the internship site and plan.

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. This specialization also prepares students to apply principles of psychology and conduct research related to their area of interest in a variety of settings.

*Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students in the General Psychology specialization are encouraged to choose six courses (18 credit hours) based on personal and professional goals and will work with their Academic and Finance Advisor to revise their degree plan. Students can select any PSY-8000 level course for this specialization. Courses from other disciplines may fill this requirement, with Department of Psychology approval. Please consult the course descriptions for a full list of available courses. Note: an internship course cannot count towards the degree program.

Specialization Courses - 18 credit hours

- PSY-8138 - Cognition, Emotion, and Motivation *
- PSY-8118 - Grant Writing in Psychology *

- PSY-8130 - Multicultural Psychology *
- PSY-8139 - Positive Psychology *
- PSY-8140 - Community Psychology *
- PSY-8141 - Human Communication- Interviewing Skills *

Gerontology Specialization

The Gerontology specialization is designed to assist in training individuals interested in working with older adults and their families. As the world's population continues to age, the demand will continue for individuals trained in gerontology. Coursework in this certificate prepares individuals for career opportunities in health facilities, mental health clinics, numerous government agencies, and community organizations.

Specialization Courses - 18 credit hours

Select 6 courses from the following:

- PSY-8335 - Psychology of Aging
- PSY-8336 - Mental Health and Aging
- PSY-8337 - Aging, Families, and Elder Care
- PSY-8338 - Multicultural Perspectives of Aging
- PSY-8339 - Psychological Practice in Gerontology
- PSY-8340 - Death and Dying
- PSY-8341 - Positive Aging

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, prepare students to apply biopsychosocial principles in a variety of settings, and carry out research related to health psychology in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Health Psychology.

Specialization Courses - 18 credit hours

- PSY-8306 - Health Psychology
- PSY-8307 - Psychosocial Factors in Health
- PSY-8308 - Behavioral Nutrition
- PSY-8309 - Eating Disorders and Obesity
- PSY-8310 - Complementary and Alternative Medicine
- PSY-8311 - Consultation and Interventions in Health Care Settings

Industrial/Organizational Psychology Specialization

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

thus it offers course work which allows for the development of key competencies required for success in the field. In particular, the I/O specialization will prepare you to assume leadership positions in industry, government, consulting, and education.

Specialization Courses - 18 credit hours

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

Psychology of Gender and Sexual Fluidity Specialization

The purpose of the Psychology of Gender and Sexual Fluidity specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation, prepare students to apply principles of psychology related to gender diversity in a variety of settings, and carry out research related to gender diversity in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Psychology of Gender and Sexual Fluidity studies

Specialization Courses - 18 credit hours

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

Social Policy and Behavioral Health Administration Specialization

Social Policy and Behavioral Health Administration Specialization will focus on two areas: social policy and behavioral health administration. These two areas are highly related in the field and will allow future psychologists the ability to be leaders in the field in different settings (e.g., government, community-based organizations, etc.) and influence decision-making. The specialization contains 21 credits with 4 required courses and 3 electives from a list of 7 courses in PSY, DMFT, and PUB. Students will have the ability to design their specialization with the electives. For example, they may choose organizational-focused courses or complete a supervised internship experience.

Course Sequence

The PhD program may be completed in 60 credits (not including required Standard Curriculum courses) but may require additional credit hours, depending on the time required to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PSY-7101 - Foundations for Doctoral Study in Psychology
- PSY-7102 - Scholarly Writing and Professional Communication in Psychology
    - Standard Curriculum Course, if needed
- Specialization Course 1
- PSY-7103 - Research Methods
- Specialization Course 2
- PSY-7104 - Statistics I
- Specialization Course 3
- PSY-7105 - Tests and Measurements
- Specialization Course 4

- Elective Course
- PSY-7110 - Introduction to Quantitative and Qualitative Methods
- Elective Course
- Elective Course
- PSY-7111 - Advanced Qualitative and Quantitative Analysis and Design
- PSY-7112 - Research Design Planning
- CMP-9701P - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Note

The preferred elective course for Social Policy and Behavioral Health Administration is PSY-8118 Grant Writing in Psychology or PSY-8140 Community Psychology. Students that would like to work with the Internship Coordinator to participate in an internship will need to use this elective to enroll in PSY-8508 Internship in Social Policy and Mental Health Administration, after the Internship Coordinator approves the internship site and plan.

Specialization and Elective Courses - 21 credit hours

Required Courses

- PSY-8509 - Behavioral Health Services Policy
- PSY-8511 - Behavioral Health Administration and Management
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8507 - Comparative Analysis of Evidence-based Interventions

Select three of the following courses:

- PUB-7005 - Public Budgeting and Finance
- PSY-8118 - Grant Writing in Psychology
- PSY-8140 - Community Psychology
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes
- PSY-8410 - Organizational Development
- PSY-8508 - Internship in Social Policy and Mental Health Administration
- DMFT-8704 - Systems Consultation

Substance-Related and Addictive Disorders Specialization

Substance-related and addictive disorders remain a public health concern with all ages. Looking on current data on the staggering demand for treatment for substance use and addictive disorders, the demand for professionals who understand the theoretical underpinnings and are able to conduct research in this field becomes clear. The purpose of the substance-related and addictive disorders specialization is to provide mental health professionals, providers and researchers knowledge and expertise in the area of substance related and addictive disorders. Dynamics of substance-use and addictive disorders, with an emphasis on assessment and treatment planning will be explored. Coursework also examines research and theories related to substance use and addictive disorders, as well as co-occurring disorders.

Specialization Courses - 18 credit hours

- PSY-8157 - Clinical Survey in Substance-Related and Addictive Disorders
- PSY-8155 - Group Counseling in the Treatment of Substance Use Disorder
- PSY-8152 - Co-occurring Substance Related and Addictive Disorders and other Mental Conditions
- PSY-8153 - Family Systems Approaches for Substance-Related and Addictive Disorders
- PSY-8154 - Substance Related and Addictive Disorder Assessment and Treatment Planning

- PSY-8156 - Research in Substance-Related and Addictive Disorders

Trauma and Disaster Relief Specialization

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence, and conflict on a local, national, and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses, and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention, and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers, and bystanders. The Trauma and Disaster Relief specialization prepares students to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

Specialization Courses - 18 Credit Hours

- PSY-8312 - Concepts of Trauma and Resiliency
- PSY-8313 - Trauma across the Developmental Continuum
- PSY-8314 - Disaster Response and Trauma Responsive Practices
- PSY-8315 - Community Trauma and Resilience
- PSY-8316 - Diversity in Trauma and Disaster Response
- PSY-8317 - Research Ethics in Trauma and Disaster Response

Department of Social Sciences

Post-Baccalaureate Certificate

Description of Program

The Post-Baccalaureate Certificate in Marriage and Family Therapy is designed for students who have completed at least their bachelor's degree and are seeking academic expertise or to meet state-level requirements for licensure through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours*) within the chosen Post-Baccalaureate Certificate program. Students can customize this certificate program as described below. Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

In order to be eligible for clinical work (if needed), students in this certificate need to demonstrate passing grades in all pre-requisite (or equivalent) courses from an accredited university. The six content areas for pre-requisite coursework include: one course in theoretical foundations, one course in professional ethics, one course in clinical assessment, one course in diagnosis/psychopathology, and two courses in treatment methods/models of therapy/counseling. Certificate students will need to provide a copy of their transcripts to confirm successful completion (passing grades) of these pre-requisite courses.

Note: Students who have made application for licensure are encouraged to verify with state licensure divisions or boards that the courses they select will meet the specific state requirements before enrolling in this certificate program.

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

Click here for potential career opportunities within the Post-Baccalaureate Certificate.

Basis for Admissions

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution. An interview with an administrative faculty member is available for any applicant to the certificate program but is required for those using the certificate to be qualified for licensure (for those who will be doing clinical courses as a part of the certificate, a background check is also required).

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 12 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 10 months.

Students who choose to complete the post-baccalaureate certificate in Marriage and Family Therapy can select any four courses from those listed below. As can be seen, these courses are focused in particular specialization areas and can be grouped accordingly or taken as four distinct courses.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the master's program.
- Applying Post-Baccalaureate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current version of the master's degree.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post Baccalaureate Certificate series.

Areas of Emphasis and Specific Courses - 12 credit hours

Students can select any four courses from all the courses listed below or they can select a group of courses based on an area of specialization.

Child and Adolescent Family Therapy

- MFT-6104 - Family Therapy with Children
- MFT-6106 - Families in Crisis
- MFT-6113 - Assessing and Treating Family Violence
- MFT-6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations
- MFT-6551 - Child and Adolescent Family Therapy: Clinical Applications

Couple Therapy

- MFT-6105 - Couple and Sex Therapy
- MFT-6109 - Sex Therapy in MFT
- MFT-6115 - Emotionally Focused Couples Therapy
- MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction
- MFT-6510 - Couple Therapy: Historical and Theoretical Foundations
- MFT-6511 - Couple Therapy: Clinical Applications

General Family Therapy

- MFT-5104 - Treatment Planning and Traditional Family Therapy
- MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy
- MFT-6104 - Family Therapy with Children
- MFT-6105 - Couple and Sex Therapy

Note: Students may complete the recommended courses listed above or they may select any four MFT master's level courses (with the exception of MFT-5101).

LGBTQ couple and Family Therapy

- MFT-6109 - Sex Therapy in MFT
- MFT-6203 - Human Sexuality
- MFT-6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations
- MFT-6541 - LGBTQ Couple and Family Therapy: Clinical Applications
- MFT-6542 - Transgender Individuals in Families: Clinical Perspectives

Medical Family Therapy

- MFT-6112 - Fundamentals of Psychopharmacology
- MFT-6118 - Gerontology and Systemic Intervention Master's
- MFT-6530 - Medical Family Therapy: Historical and Theoretical Foundations
- MFT-6531 - Medical Family Therapy: Clinical Applications

Military Family Therapy

- MFT-6113 - Assessing and Treating Family Violence
- MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction
- MFT-6520 - Military Family Therapy: Historical and Theoretical Foundations
- MFT-6521 - Military Family Therapy: Clinical Applications

MFT Dual Licensure

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

Specialization Courses – 12 credit hours

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

- PSY-6109 - Career and Lifestyle Development

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

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

Systemic Sex Therapy

The Systemic Sex Therapy Certificate is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Marriage and Family Therapy while working with individuals and couples facing sexual difficulties.

Specialization Courses – 12 credit hours

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

- MFT-6710 - Systemic Sex Therapy: Historical and Theoretical Foundations
- MFT-6711 - Systemic Sex Therapy: Clinical Applications
- MFT-6712 - Diversity of Sexual Expression in MFT
- MFT-6713 - Techniques for Treating Sexual Functioning and Behavior in MFT

Systemic Treatment of Addictions

The Systemic Treatment of Addictions Certificate program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Marriage and Family Therapy while working with individuals and families who are facing addictions or co-occurring disorders.

Specialization Courses – 12 credit hours

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

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

Trauma Studies

The Post-Baccalaureate Certificate in Trauma Studies program is focused on developing the skills and personal and professional growth that are required for effective practice in ones chosen field (MFT, Social Work, etc.), while working with individuals and families who might have been exposed to traumatic events and dealing with effects related to traumatic experiences.

Specialization Courses – 18 credit hours

The first three courses are required:

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

Select three courses from the following:

- MFS-6003 - The Neurobiology of Trauma and Art-Based Interventions
- MFS-6004 - Somatic Approaches/Vicarious Trauma and Self-care
- MFS-6005 - Working with Trauma in Family Systems, Systemic Trauma: Self, Culture, and Society

- MFT-6106 - Families in Crisis
- MFT-6113 - Assessing and Treating Family Violence
- MFT-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations
- MFT-6611 - Trauma and Family Therapy: Clinical Applications

Master of Arts in Marriage and Family Therapy, MA

Description of Program

The Masters of Arts in Marriage and Family Therapy (MAMFT) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Marriage and Family Therapy. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of Marriage and Family Therapy (MFT). Students in this program will critically analyze a broad range of theories and practical knowledge in MFT. Degree requirements also include involvement in ongoing clinical work and supervision. This training prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional institutions, industry, medical settings, and private practice. Additional program description, requirements, policies, and procedures are further described in the MFT Program Handbook and the Clinical Training Handbook.

Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Click here for potential career opportunities within the MAMFT.

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

Learning Outcomes

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

1. Employ competence in working with diverse populations in clinical settings. (SLO #1)
2. Students/graduates** will evaluate family systems oriented clinical skills across a variety of contexts. (SLO #2)
3. Examine family systems theory oriented models of therapy (SLO #3)
4. Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics. (SLO #4)
5. Integrate relevant research to inform the practice of marriage and family therapy (SLO #5).

The MAMFT degree is structured to assist students to seek licensure in the state or jurisdiction of their choice. To allow this, courses can be added to the standard 45 credit program (up to a total program requirement of 60 credits) to assist with meeting licensure requirements. Eligible transfer credits can be applied to the program to support the respective state licensure requirement.

A core goal of the Master of Arts in Marriage and Family Therapy (MAMFT) degree is to qualify students to become licensed as Marriage and Family Therapists and pursue a career within this field. The University recognizes that today's professionals are much more likely to move, live, and work in multiple states during their professional careers. With over 25% (n=16) of states now requiring 60 credit hour degrees to qualify for MFT licensure, and with more states proposing this change, it is recommended that students consider a degree plan and electives that maximize portability of the degree throughout the U.S.

The University recognizes that a majority of states do not yet require 60 credit hour degrees and thus desire to allow students to keep the cost of their education as low as possible while still balancing the need of having a degree that allows for transportability between states during their professional career. Due to the nature of the MFT profession and differences that exist today in state licensing requirements, the University allows students the ability to select additional electives above the required 45-credit degree plan, up to 60 credits.

Basis for Admissions

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution, applications for admission to the Department of Social Sciences Master's programs require prior to the first date of attendance:

- Current resume or CV
- Statement of Intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check - All students in the MFT program that currently live or who have ever lived in the United States are required to complete a background check through the University's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT or other (e.g., LPC, LCSW) clinical license are exempt from the requirement. Some students will do this as part of the application process, all students will have this completed before starting work in their clinical placements. (See the MFT application packet for further details)

Degree Requirements

The MAMFT degree requires a minimum of 45 credit hours at the graduate level beyond the bachelor's degree. While not required for graduation, students who need to complete a program requiring more than 45 credits and up to 60-credits or who need specific additional courses for their state licensure requirements will be allowed to complete optional elective courses to meet these requirements, which will constitute the total credit requirements for graduation from the program.

The University may accept a maximum of 15 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MAMFT program. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MAMFT program. See the Transfer Credit Policy for additional information.

The MAMFT program has the following graduation requirements:

- A minimum of 36 credit hours of graduate instruction must be completed through the University
- 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 must be met before the student will be issued their complimentary diploma

Beyond these standard graduation requirements, the MAMFT program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
2. **Client Contact** – MAMFT students will be required to complete 300 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 150 hours of client contact must be relational (e.g., couple or family). See section below for new client contact requirements starting January 1, 2022. For more information, please read the practicum and internship course descriptions or the Clinical Training Handbook.
3. **Supervision** – In conjunction with client contact, MAMFT students must receive a total of 100 hours of supervision, at least fifty-two (52) of which must be individual supervision conducted by an AAMFT Approved Supervisor, AAMFT

Supervisor Candidate, or state-approved supervisor. At least 50 of the supervision hours must also involve a supervisor's review of the student's therapy with clients via video/audio recording or live observation. See section below for new client contact requirements starting January 1, 2022. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location and/or local supervisor they contract with to complete their practicum and internship requirements. The decision and responsibility to pay for local supervision is entirely up to the student and not a requirement of the University.

4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance. This is included with a student membership in the American Association for Marriage and Family Therapy (for California students it is also included in the student membership in the California Association of Marriage and Family Therapists).
5. **Clinical Hours Tracking** – the MAMFT program uses a web-based system to document completion of clinical hours. Students, local approved clinical supervisors and University faculty training supervisors all have access to the system in order to support the successful completion of the clinical training requirements for the program. Students will be allowed access to the system upon request after they have completed at least six courses.

Time to Completion

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

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months.

Practicum Information

New Practicum/Internship Requirements starting January 1, 2022

Hours Requirement

Marriage and Family Therapy Master's students must complete two practicum courses, two internship courses, and a final Capstone internship course over a minimum of 52 weeks. During this time students will need to acquire a minimum of 300 total direct therapy hours, 150 of which must be relational, unless a higher amount is required by the state licensure statutes. Teletherapy is permissible, but at least 50 of the 300 hours must consist of in-person therapy. Additionally, only 50 of the hours may be comprised of co-therapy and at least 50 of the hours must be related to the student's specialization (as applicable).

In conjunction with client contact hours, master's students must complete 100 hours of supervision, 52 of which must be direct individual supervision with the approved local supervisor. Telesupervision is permissible, but at least 12 hours of in-person supervision (1 hour a month) is required. Also, within the total supervision hours, at least 50 hours of supervision must include observable data, or review of the student's clinical work through live observation, co-therapy, or review of video or audio recordings of the student's clinical sessions. Additionally, students must meet for 2 hours each week via videoconference for University Group Training Supervision with a University faculty training supervisor during the practicum and internship courses. Per COAMFTE standards, students only count therapy hours during weeks that they receive supervision from an AAMFT Approved Supervisor.

Preparation Process

Students are eligible to begin clinical training after completion of the ninth course (students in states that require 60 credits are encouraged to begin after the twelfth course). Students are not permitted to start their first clinical course until all the below courses are successfully completed:

Foundations Courses

MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy

MFT-5104 - Treatment Planning and Traditional Family Therapy

MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy

Fundamental Courses

MFT-5103 - Systemic Evaluation and Case Management

MFT-5102 - Legal, Ethical and Professional Development in Marriage and Family Therapy

MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive clinical readiness approval. As part of the PPP, students will be required to secure a local clinical placement as well as a local supervisor. The local supervisor must be an AAMFT Approved Supervisor (or Supervisor Candidate) or someone who meets state requirements for supervision that includes relational/systemic supervision training of post-graduate (or, if stated by state licensure law, student requirements) MFTs seeking state licensure within their state.

The Marriage and Family Therapy programs provide support to students in securing quality internship placements by having a team of full-time faculty and a clinical coordinator whose primary responsibility is supporting students in the process of searching, vetting, and maintaining sites and supervisors. This team also ensures student preparation for engaging in clinical work through the Practicum Preparation Process. The program keeps a database of previously approved sites in all states where students have completed clinical training. Students searching for sites and supervisors are welcome to contact previous sites the program has used or select a new site that fits their interest and meets the programs requirements.

Requirements in the Clinical Courses

A few requirements are needed within each clinical course. First, in addition to the above-mentioned weekly supervision, it is recommended that students engage in 6-7 direct client hours per week, or 70 hours for each of the first four clinical courses if they are eligible for the 300-hour program requirement. More hours will be needed weekly (8-10) if the state requires that students obtain more than 300 hours. Students who have significantly fewer hours than the recommended at the end of each course will see this reflected in their clinical course grades and may need to take additional internship classes. Second, students must receive satisfactory evaluations from their local site supervisor and their University faculty training supervisor in each clinical course. Third, students must take the AATBS practice exam online and submit the results to *NCUOne*. This is a practice exam for the national licensing exam or the California licensing exam. Information about preparing for and taking this practice exam is provided in the applicable course syllabus. Finally, students must prepare and give a presentation demonstrating their competence in their preferred model of therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions of one case. Students must pass the Final Case Presentation and acquire the needed hours to graduate.

MFT-6930 - MFT Practicum I

MFT-6931 - MFT Practicum II

MFT-6932 - MFT Internship I

MFT-6933 - MFT Internship II

If students are not ready to take the Internship & Capstone course by the end of MFT-6933 the following extension courses may be added MFT-6935 - MFT Internship Extension I or MFT-6936 - MFT Internship Extension II or MFT-6937 - MFT Internship Extension III or MFT-6938 - MFT Practicum III (Extension course for Rhode Island Students).

MFT-6934 - MFT Internship and Capstone is taken as the last course after any additional extension courses that might be required.

Non-degree students are eligible to enroll in the clinical courses pending review and approval by the Program Leadership.

Internship Information

MA in Marriage and Family Therapy As a final requirement of MFT-6934 - MFT Internship and Capstone Presentation, the student must prepare and give a presentation detailing their preferred model of therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions in which the student demonstrates how they use the presented theory of therapy with their clients. Students must pass the Final Case Presentation in order to graduate.

Course Sequence

The basic MAMFT is a 45-credit hour program. Students that need to take additional requirements for state licensure may need to satisfy up to 60 credit hours.

- MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy
- MFT-5104 - Treatment Planning and Traditional Family Therapy
- MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy
- MFT-6103 - Cultural Diversity, Gender, and Family Development
- MFT-5103 - Systemic Evaluation and Case Management
- MFT-5102 - Legal, Ethical and Professional Development in Marriage and Family Therapy
- MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment
- MFT-6105 - Couple and Sex Therapy
- Specialization Course 1
- Specialization Course 2
- MFT-5106 - Research Methods and Evidence Based Practice
- MFT-6101 - Human Development and Family Dynamics Across the Lifespan
- State Specific/Elective Course 1 **
- State Specific/Elective Course 2 **
- State Specific/Elective Course 3 **
- MFT-6930 - MFT Practicum I *
- State Specific/Elective Course 4 **
- MFT-6931 - MFT Practicum II *
- MFT-6932 - MFT Internship I *
- State Specific/Elective Course 5 **
- MFT-6933 - MFT Internship II *
- Additional Practicum Extension Courses as needed
- MFT-6934 - MFT Internship and Capstone *
  Note:* Designates MFT Practicum I as 2 credits, MFT Practicum II as 2 credits, MFT Internship I as 2 credits, MFT Internship II as 2 credits, and MFT Internship and Capstone as 1 credit
  *Note ** State Specific Licensure Requirements (for states that require more than 45 credits)*

State Specific and Elective Courses

While the Marriage and Family Therapy program requires only 45 Credit Hours to graduate, some students may need additional specific courses or additional credit hours in order to meet state licensure requirements. These courses can be selected from

relevant Marriage and Family Therapy courses as needed. Any additional courses required for licensure will become a part of the total credit requirements for the student's degree plan.

To assist students in taking courses that align with their state licensing requirements, if needed students can select from a predetermined list of courses to fill their course requirements or they can request approval to take any of the specialization courses in the MAMFT curriculum. If there are not state specific requirements for certain courses, we recommend students take MFT-6104 - Family Therapy with Children and MFT-6106 - Families in Crisis.

Students should review their state educational requirements and speak with their Academic and Finance Advisor or faculty member to determine the best fit.

Specializations

Obtaining a specialization at the master's level offers students the opportunity to focus their studies in a specific content area. By focusing on this specialized area, students gain both content and application knowledge that enables them to become an "expert" in the particular area.

Students in the MAMFT program may elect to complete a specialization in one of the six areas described below.

The following requirements must be met to receive the selected specialization:

1. All courses required for licensure in the selected state
2. Completion of the customized research course (MFT-5106)
3. Completion of the two specialization courses as listed below
4. Completion of at least 50 hours of client contact with clients focused in the selected specialization (supervised by a qualified MFT supervisor)

Note: Students may receive a certificate if all coursework is completed but the 100 hours of supervised experience cannot be completed.

Child and Adolescent Family Therapy Specialization

The Child and Adolescent Family Therapy specialization is designed to prepare students to work in therapeutic settings with children and adolescents using a family therapy, systems approach. Students in this specialization are required to complete the two content courses listed below, the research course (MFT 5106) focusing on issues related to working with children, adolescents, and families as well as completing at least 100 hours of clinical experience in an approved setting with a qualified local supervisor.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations
- MFT-6551 - Child and Adolescent Family Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Couple Therapy Specialization

The Couple Therapy specialization is designed to prepare students to work primarily, using a family therapy, systems perspective, with couples in therapeutic settings. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT 5106) focusing on issues related to working with couples, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6510 - Couple Therapy: Historical and Theoretical Foundations
- MFT-6511 - Couple Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

General Family Therapy Specialization

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their state requirements as well as their personal and professional ambitions. In this specialization, students are required to complete two content courses selected from any of the master's level specialization courses (6 credit hours), the standard research course (MFT 5106 – 3 credit hours) and the standard clinical experience as listed above.

LGBTQ Couple and Family Therapy Specialization

The LGBTQ Couple and Family Therapy specialization is designed to prepare students to work with clients in the LGBTQ community and to specialize in working with couples and families using a family therapy, systems oriented approach. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT 5106) focusing on issues related to working with LGBTQ couples and families, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations
- MFT-6541 - LGBTQ Couple and Family Therapy: Clinical Applications
- MFT-6542 - Transgender Individuals in Families: Clinical Perspectives

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Medical Family Therapy Specialization

The Medical Family Therapy specialization is designed to prepare student to work with individuals, couples, and family that are facing chronic and acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping clients to understand and manage their medical difficulties. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT 5106) focusing on issues related to medical family therapy, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6530 - Medical Family Therapy: Historical and Theoretical Foundations
- MFT-6531 - Medical Family Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Military Family Therapy Specialization

The Military Family Therapy specialization prepares students to work primarily, using a family systems perspective, with individuals, couples, and families that are affiliated with the military. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT 5106) focusing on issues related to working with military families, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6520 - Military Family Therapy: Historical and Theoretical Foundations
- MFT-6521 - Military Family Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Systemic Sex Therapy Specialization

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

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

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6710 - Systemic Sex Therapy: Historical and Theoretical Foundations
- MFT-6711 - Systemic Sex Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Systemic Treatment of Addictions Specialization

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

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

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

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

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Trauma Informed Systemic Therapy Specialization

This specialization is designed for students that are interested in helping individuals and families cope with the effects of traumatic events. Courses in this specialization are aligned with the International Association of Trauma Professionals (IATP) and cover a range of topics such as the nature and impact of psychological trauma, posttraumatic stress disorder and the human capacity for healing. Students will also learn about the historical and theoretical foundations of trauma, crisis-related issues in marriage and family therapy and systems-based theories and models in the context of family violence. Students in this specialization are required to complete the two content courses listed below, the research course (MFT 5106) focusing on issues related to working with clients who have experienced trauma in their lives, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

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

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations
- MFT-6611 - Trauma and Family Therapy: Clinical Applications

Research Course - 3 credit hours

- MFT-5106 - Research Methods and Evidence Based Practice

Marriage and Family Therapy, California Licensure Track, MA

Description of Program

The Masters of Arts in Marriage and Family Therapy (MAMFT) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Marriage and Family Therapy. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of Marriage and Family Therapy (MFT). Students in this program will critically analyze a broad range of theories and practical knowledge in MFT. Degree requirements also include involvement in ongoing clinical work and supervision. This training prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional institutions, industry, medical settings, and private practice. Additional program description, requirements, policies, and procedures are further described in the MFT Program Handbook and the Clinical Training Handbook.

Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Click here for potential career opportunities within the MAMFT.

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

Learning Outcomes

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

1. Employ competence in working with diverse populations in clinical settings. (SLO #1)
2. Students/graduates** will evaluate family systems oriented clinical skills across a variety of contexts. (SLO #2)
3. Examine family systems theory oriented models of therapy (SLO #3)
4. Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics. (SLO #4)
5. Integrate relevant research to inform the practice of marriage and family therapy (SLO #5)

The MAMFT degree is structured to assist students to seek licensure in the state or jurisdiction of their choice. To allow this, courses can be added to the standard 45 credit program (up to a total program requirement of 60 credits) to assist with meeting licensure requirements. Eligible transfer credits can be applied to the program to support the respective state licensure requirement.

A core goal of the Master of Arts in Marriage and Family Therapy (MAMFT) degree is to qualify students to become licensed as Marriage and Family Therapists and pursue a career within this field. The University recognizes that today's professionals are much more likely to move, live, and work in multiple states during their professional careers. With over 25% (n=16) of states now requiring 60 credit hour degrees to qualify for MFT licensure, and with more states proposing this change, it is recommended that students consider a degree plan and electives that maximize portability of the degree throughout the U.S.

The University recognizes that a majority of states do not yet require 60 credit hour degrees and thus desire to allow students to keep the cost of their education as low as possible while still balancing the need of having a degree that allows for portability between states during their professional career. Due to the nature of the MFT profession and differences that exist today in state licensing requirements, the University allows students the ability to select additional electives above the required 45-credit degree plan, up to 60 credits.

Basis for Admissions

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution, applications for admission to the Department of Social Sciences Master's programs require prior to the first date of attendance:

- Current resume or CV
- Statement of Intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check - All students in the MFT program that currently live or who have ever lived in the United States are required to complete a background check through the University's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT or other (e.g., LPC, LCSW) clinical license are exempt from the requirement. Some students will do this as part of the application process, all students will have this completed before starting work in their clinical placements. (See the MFT application packet for further details)

Degree Requirements

The MAMFT degree requires a minimum of 45 credit hours at the graduate level beyond the bachelor's degree. While not required for graduation, students who need to complete a program requiring more than 45 credits and up to 60-credits or who need specific additional courses for their state licensure requirements will be allowed to complete optional elective courses to meet these requirements, which will constitute the total credit requirements for graduation from the program.

The University may accept a maximum of 15 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MAMFT program. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MAMFT program. See the Transfer Credit Policy for additional information.

The MAMFT program has the following graduation requirements:

- A minimum of 36 credit hours of graduate instruction must be completed through the University
- 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 must be met before the student will be issued their complimentary diploma

Beyond these standard graduation requirements, the MAMFT program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
2. **Client Contact** – MAMFT students will be required to complete 300 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 150 hours of client contact must be relational (e.g., couple or family). See section below for new client contact requirements starting January 1, 2022. For more information, please read the practicum and internship course descriptions or the Clinical Training Handbook.
3. **Supervision** – In conjunction with client contact, MAMFT students must receive a total of 100 hours of supervision, at least fifty-two (52) of which must be individual supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. At least 50 of the supervision hours must also involve a supervisor's review of the student's therapy with clients via video/audio recording or live observation. See section below for new client contact requirements starting January 1, 2022. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location and/or local supervisor they contract with to complete their practicum and internship requirements. The decision and responsibility to pay for local supervision is entirely up to the student and not a requirement of the University.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance. This is included with a student membership in the American Association for Marriage and Family Therapy (for California students it is also included in the student membership in the California Association of Marriage and Family Therapists).
5. **Clinical Hours Tracking** – the MAMFT program uses a web-based system to document completion of clinical hours. Students, local approved clinical supervisors and University faculty training supervisors all have access to the system in order to support the successful completion of the clinical training requirements for the program. Students will be allowed access to the system upon request after they have completed at least six courses.

Time to Completion

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

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months.

Practicum Information

New Practicum/Internship Requirements starting January 1, 2022

Hours Requirement

Marriage and Family Therapy Master's students must complete two practicum courses, two internship courses, and a final Capstone internship course over a minimum of 52 weeks. During this time students will need to acquire a minimum of 300 total direct therapy hours, 150 of which must be relational, unless a higher amount is required by the state licensure statutes. Teletherapy is permissible, but at least 50 of the 300 hours must consist of in-person therapy. Additionally, only 50 of the hours may be comprised of co-therapy and at least 50 of the hours must be related to the student's specialization (as applicable).

In conjunction with client contact hours, master's students must complete 100 hours of supervision, 52 of which must be direct individual supervision with the approved local supervisor. Telesupervision is permissible, but at least 12 hours of in-person supervision (1 hour a month) is required. Also, within the total supervision hours, at least 50 hours of supervision must include observable data, or review of the student's clinical work through live observation, co-therapy, or review of video or audio recordings of the student's clinical sessions. Additionally, students must meet for 2 hours each week via videoconference for University Group Training Supervision with an University faculty training supervisor during the practicum and internship courses. Per COAMFTE standards, students only count therapy hours during weeks that they receive supervision from an AAMFT Approved Supervisor.

Preparation Process

Students are eligible to begin clinical training after completion of the ninth course (students in states that require 60 credits are encouraged to begin after the twelfth course). Students are not permitted to start their first clinical course until all the below courses are successfully completed:

Foundations Courses

MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy

MFT-5104 - Treatment Planning and Traditional Family Therapy

MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy

Fundamental Courses

MFT-5103 - Systemic Evaluation and Case Management

MFT-6201 - California Law and Professional Ethics

MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive clinical readiness approval. As part of the PPP, students will be required to secure a local clinical placement as well as a local supervisor. The local supervisor must be an AAMFT Approved Supervisor (or Supervisor Candidate) or someone who meets state requirements for supervision that includes relational/systemic supervision training of post-graduate (or, if stated by state licensure law, student requirements) MFTs seeking state licensure within their state.

The Marriage and Family Therapy programs provide support to students in securing quality internship placements by having a team of full-time faculty and a clinical coordinator whose primary responsibility is supporting students in the process of searching, vetting, and maintaining sites and supervisors. This team also ensures student preparation for engaging in clinical work through the Practicum Preparation Process. The program keeps a database of previously approved sites in all states where

students have completed clinical training. Students searching for sites and supervisors are welcome to contact previous sites the program has used or select a new site that fits their interest and meets the programs requirements.

Requirements in the Clinical Courses

A few requirements are needed within each clinical course. First, in addition to the above-mentioned weekly supervision, it is recommended that students engage in 6-7 direct client hours per week, or 70 hours for each of the first four clinical courses if they are eligible for the 300-hour program requirement. More hours will be needed weekly (8-10) if the state requires that students obtain more than 300 hours. Students who have significantly fewer hours than the recommended at the end of each course will see this reflected in their clinical course grades and may need to take additional internship classes. Second, students must receive satisfactory evaluations from their local site supervisor and their University faculty training supervisor in each clinical course. Third, students must take the AATBS practice exam online and submit the results to *NCUOne*. This is a practice exam for the national licensing exam or the California licensing exam. Information about preparing for and taking this practice exam is provided in the applicable course syllabus. Finally, students must prepare and give a presentation demonstrating their competence in their preferred model of therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions of one case. Students must pass the Final Case Presentation and acquire the needed hours to graduate.

- MFT-6930 - MFT Practicum I
- MFT-6931 - MFT Practicum II
- MFT-6932CA - MFT Internship I
- MFT-6933CA - MFT Internship II

If students are not ready to take the Internship & Capstone course by the end of MFT-6933CA the following extension courses may be added: MFT-6935 - MFT Internship Extension I or MFT-6936 - MFT Internship Extension II or MFT-6937 - MFT Internship Extension III.

MFT-6934CA - MFT Internship and Capstone is taken as the last course after any additional extension courses that might be required.

Non-degree students are eligible to enroll in the clinical courses pending review and approval by the Program Leadership.

Course Sequence

- MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy
- MFT-5104 - Treatment Planning and Traditional Family Therapy
- MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy
- MFT-6103 - Cultural Diversity, Gender, and Family Development
- MFT-5103 - Systemic Evaluation and Case Management
- MFT-6201 - California Law and Professional Ethics
- MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment
- MFT-6105 - Couple and Sex Therapy
- MFT-6104 - Family Therapy with Children
- MFT-6106 - Families in Crisis
- MFT-5106 - Research Methods and Evidence Based Practice
- MFT-6101 - Human Development and Family Dynamics Across the Lifespan
- MFT-6109 - Sex Therapy in MFT
- MFT-6111 - Systemic Interventions in Addictions
- MFT-6112 - Fundamentals of Psychopharmacology
- MFT-6930 - MFT Practicum I
- MFT-6113 - Assessing and Treating Family Violence

- MFT-6931 - MFT Practicum II
- MFT-6932CA - MFT Internship I *
- MFT-6118 - Gerontology and Systemic Intervention Master's
- MFT-6933CA - MFT Internship II *
- Additional Practicum Extension Courses as needed
- MFT-6934CA - MFT Internship and Capstone *
  Note: * Designates Practicum I as 2 credits, MFT Practicum II as 2 credits, MFT Internship I as 2 credits, MFT Internship II as 2 credits, and MFT Internship and Capstone as 1 credit

Master of Science in Clinical Mental Health Counseling, MS

Description of Program

The Master of Science in Clinical Mental Health Counseling degree program is focused on training highly skilled counselors to provide impactful and culturally sensitive mental health services in their communities. The program is designed to provide the theoretical and practical knowledge needed to operate in a variety of professional counseling settings and to provide services for individual clients and groups from diverse backgrounds. Our curriculum provides an in-depth exploration of counseling theories, ethical and legal standards, and evidence-based approaches of diagnosis and treatment. Throughout the program students will examine issues related to social justice and advocacy for accessibility and equity for clients. Students will also explore avenues for advancing the counseling profession.

Click here for potential career opportunities using the MSCMHC.

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

Learning Outcomes

- Interpret ethical and legal standards within professional counselors' roles and functions
- Examine advocacy and social justice theories of social, cultural diversity in counseling
- Apply models of human growth and development in the practice of counseling
- Apply theories and models of career development
- Demonstrate essential foundational counseling skills
- Employ group work principles in practice of group counseling
- Select appropriate assessment and testing rolls for use in counseling practice
- Implement program evaluation and evidence-based practice using relevant scholarly work and research methods
- Demonstrate the practice dimensions of clinical mental health counseling

Basis for Admissions

Admission requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution, applications for admission to the Clinical Mental Health Counseling program require prior to the first date of attendance:

- Current resume or CV
- Statement of Intent
- Licensure plan
- Statement of professional ethics and conduct

- List of clinical site possibilities in the area of residence
- Technology Checklist
- Interview with a MSCMHC faculty member

Degree Requirements

The Master of Science in Clinical Mental Health Counseling (MSCMHC) degree requires a minimum of 60 credits hours at the graduate level beyond the bachelor's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the MSCMHC for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The MSCMHC program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University.
- 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 must be met before the student will be issued their complimentary diploma.

Beyond these standard graduation requirements, the MSCMHC 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 course and the internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. 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**
    - **Practicum -** MSCMHC students will be required to complete 40 hours of direct client contact. Please read the practicum course description or the Clinical Training Handbook.
    - **Internship -** MSCMHC students will be required to complete 240 hours of direct client contact. Please read the internship course description or the Clinical Training Handbook.
3. **Supervision -** In conjunction with client contact, practicum and internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship.
4. **Liability Insurance -** Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.
5. **Clinical Hours Tracking -** The MSCMHC program uses a web-based system to document completion of clinical hours. Students, local approved clinical supervisor and University faculty supervisors all have access to the system to support the successful completion of the clinical training requirements for the program. Students will be provided with an authorization code.

Time to Completion

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

The median time to completion for this program is 40 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 32 months.

Course Sequence

The Master of Science in Clinical Mental Health Counseling program can be completed in 60 credits.

- COUN-6000 - Orientation and Foundations of Clinical Mental Health Counseling
- COUN-6101 - Ethical and Legal Issues in Counseling
- COUN-6107 - Human Growth and Development
- COUN-6104 - Social and Cultural Diversity in Counseling
- COUN-6100 - Theories and Models of Counseling
- COUN-6103 - Counseling and Psychotherapeutic Techniques
- COUN-6111 - Career Development and Counseling
- COUN-6112 - Research Methods and Program Evaluation in Counseling
- COUN-6115 - Group Counseling
- COUN-6105 - Assessment, Tests, and Measurements in Counseling
- COUN-6110 - Psychopathology
- COUN-6114 - Clinical Assessment, Diagnosis, and Treatment
- COUN-6109 - Abuse, Crisis, and Trauma Counseling
- COUN-6050 - Clinical Mental Health Counseling Clinical Practicum
- Elective Course 1
- COUN-6051 - Clinical Mental Health Counseling Internship I
- COUN-6102 - Substance Use Disorders and Addiction Counseling
- Elective Course 2
- COUN-6052 - Clinical Mental Health Counseling Clinical Internship II
- Elective Course 3

Elective Courses

Elective courses are dependent of the student's State requirements.

Students will select three of the following:

- COUN-6106 - Human Sexuality
- COUN-6108 - Marriage and Family Systems
- COUN-6113 - Psychopharmacology
- COUN-6116 - Contemporary Issues in Counseling
- COUN-6117 - Advanced Ethical Practice and Record Management

Master of Social Work, MSW

Description of Program

The MSW program is a 60-credit program designed for individuals who do not hold the BSW, or a 36-credit hour program for students who have earned a qualified BSW degree. The program is built to prepare generalist social work leaders and practitioners for careers in health care, human services, clinical practice, and administration. Social Work is a rapidly developing field, responding to the current changes in economics, living standards, and education, but it has a capacity challenge.

Students new to the field of social work can enter the Generalist track, a 60-credit program where they will explore the practice of contemporary social work, including social work practices, ethics, communication, and other key skills. This is the 60-credit

program. The Generalist track is designed for non-Bachelor of Social Work (BSW) students, preparing them for practicing social work in agencies of many sizes and purposes.

Students who earned a bachelor's degree in social work from a CSWE accredited program can enter the Advanced Generalist track where they will take more advanced coursework. This is a 36-credit hour program. Students on both tracks will benefit from experiential learning opportunities with real social workers in the field. At the core of both tracks is an integrated, rigorous, and practical curriculum intended to prepare students to take on social work roles in a broad variety of services areas, including health and behavioral health care facilities, prisons, schools, courts, human service agencies, employee assistance programs, governmental agencies, and many other areas. Graduates will be prepared to provide direct services with individuals, families, and groups, as well as policy and administration work.

The MSW program is based on the knowledge, values, and skills of the social work profession, emphasizing strengths-based and research-informed training and coursework that prepares students for diverse career opportunities. The MSW program is aligned with the University's mission of helping students achieve academically and become valuable contributors to their communities and within their professions through providing an educational program that focuses on professional practice and professional competence.

Our master's level program includes the following:

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

Click here for potential career opportunities within the MSW.

Learning Outcomes

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

1. Students will demonstrate ethical and professional behavior
2. Students will engage diversity and difference in practice
3. Students will advance human rights and social, economic, and environmental justice
4. Students will engage in practice-informed research and research-informed practice
5. Students will engage in policy practice
6. Students will engage with individuals, families, groups, organizations, and communities
7. Students will assess individuals, families, groups, organizations, and communities
8. Students will intervene with individuals, families, groups, organizations, and communities
9. Students will evaluate individuals, families, groups, organizations, and communities

Basis for Admissions

Admission to a University master's program requires a conferred bachelor's degree from a nationally or regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

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

The MSW program will allow for transfer of up to 6 credit hours for the Advanced Generalist track and 12 credits for the Generalist track. Transfer credits for the Generalist track must be completed at a regionally accredited institution and must be awarded a B/3.0 or higher grade. For the Advanced Generalist track, students may apply for transfer of up to 6 credit hours of graduate credit hours from a CSWE accredited MSW program (grades must be B or higher) under the following guideline

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

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

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Social Work (MSW) program provides support to students in securing quality internship placements that include, but are not limited to the Field Education Director and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The MSW program cannot require potential placement site to hire students thus it is the responsibility of the student to present their self in a professional manner and secure a placements site and supervisor
    - We encourage students to contact the Field Education Director for any additional individualized support they may need in this process

Degree Requirements

Admission to a University master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. Admission into MSW-Advanced Generalist requires a Bachelor of Social Work (BSW) degree from a CSWE accredited program.

Time to Completion

Advanced Generalist track - 36 Credits

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

The median time to completion for this program is 24 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 12 months.

Generalist track - 60 Credits

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

The median time to completion for this program is 48 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 24 months.

Practicum Information

MSW practicum courses require approval from the MSW Field Education Director prior to enrollment in the practicum courses. Students wishing to enroll in a practicum course should begin the approval process with their Academic and Finance Advisor at least three to four months prior to their anticipated practicum enrollment date. MSW students must complete two practicum courses (3 credits each) for the Advanced Generalist track and four practicum courses (3 credits each) for the Generalist track. Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval. As part of the PPP, students, with the support of the Field Education Director, will be required to secure a local practicum placement as well as a local supervisor. In order to finish the practicum requirements and continue on to the practicum, students must meet bi-weekly in the practicum seminar. Students are required to complete a minimum of 225 hours for each practicum. Students who have significantly fewer hours than that will be asked to meet with the Field Education Director and may be required to complete a practicum extension course. Students must also receive satisfactory evaluations from their local site supervisor and their University faculty supervisor in order to complete the practicum sequence. Students must complete the required number of hours in order to graduate.

The MSW program faculty and staff support students in securing quality practicum placements guiding students through this process, speaking with potential placement sites that have been identified as a possible fit for the student, providing a national database of potential placements sites, and providing training materials to help student present professionally and appropriately. The MSW program cannot require a potential placement site to accept students; thus, it is the responsibility of the student to present themselves professionally while securing placements site and supervisor. We encourage students to contact the Field Director for any additional individualized support they may need in this process.

The practicum courses for the MSW program are MSW-6009, MSW-6010, MSW-6901, and MSW-6902. Additional details can be found in the course descriptions.

For Washington state students: For practicum placement it is the responsibility of the student to secure a site for their practicum placement(s). The Field Education Director will provide support in the process, but it is ultimately the student's responsibility to actively engage in finding, and securing, a practicum site.

Liability Insurance

The University requires that students in practicum courses must purchase liability insurance prior to practicum. Many practicum sites require students to show evidence of liability coverage prior to beginning a practicum. The University requires students participating in practicum to purchase student professional liability insurance, typically available at a lower student rate through the National Association of Social Workers (NASW).

Certification and Licensing

As of November 2021, the University's MSW program is fully accredited through the Council on Social Work Education (CSWE), the accrediting body for MSW programs in the United States. The practice of social work is regulated in every jurisdiction in North America. Licensure requirements include graduation from a CSWE-accredited program or program in candidacy, and success on the appropriate national examination. Many jurisdictions license new MSW graduates, using the Masters examination. All states offer a clinical social work license, which typically requires two-three years of post-MSW licensure supervised work in a clinical setting, as well as successful passage of the national Association of Social Work Boards (ASWB) Advanced Clinical Exam. Some state regulatory boards may have requirements for specialized accreditations or other unique course/credit requirements above and beyond the University's standard MSW degree plan that may affect licensure. Although licensure laws are governed by individual states and can change frequently, the MSW program administration seeks to remain current with various licensing regulations. A student has the responsibility to be familiar with licensing regulations in their jurisdiction.

Program Specific Accreditation Information

The University's MSW program was granted full accreditation status in November 2021 by the Council on Social Work Education's (CSWE) Commission on Accreditation.

The University is committed to meet or exceed all CSWE Educational Standards and Accreditation Standards. Accreditation is a quality-control process that indicates the educational program meets professional standards, and it applies to all program sites and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Because the University is an online university based in California, it is considered an out-of-state program in all states other than CA. Some states require that programs receive state authorizations before offering certain program to current residents of that state, even if a state licensing board will accept the degree to pursue licensure. The University has pursued and received those state-level approvals. Full initial accreditation by the CSWE is accepted by all states as meeting the minimum standards for licensure.

Washington State students can contact the Washington Department of Health/Health Professions Quality Assurance division to ensure the University's MSW program will qualify them for licensure as a Social Worker in the state.

Advanced Generalist Course Sequence

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

Core Courses

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

Advanced Courses

- MSW-6101 - Advanced Social Work with Children and Families
- MSW-6102 - Advanced Social Work Practice with Marginalized Populations
- MSW-6103 - Advanced Social Work in Medical Practice
- MSW-6104 - Advanced Social Work Practice in Mental Health
- MSW-6105 - Forensic Clinical Social Work Practice
- MSW-6106 - Advanced Leadership Skills for Clinical Practice
- MSW-6901 - Advanced Practicum I
- MSW-6902 - Advanced Practicum II
- MSW-6903 - Capstone

Generalist Course Sequence

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

The Master of Social Work, Generalist track program requires the foundation courses to be completed prior to enrolling in the Advanced Generalist track. The program capstone will be completed as the last course in the degree program.

Core Courses

- MSW-5000 - Introduction to Social Work
- MSW-5001 - Human Behavior and the Social Environment
- MSW-5002 - Professional Practice with Individuals and Families
- MSW-6003 - Professional Practice with Organizations and Communities
- MSW-6004 - Social Work in Behavioral Health
- MSW-6005 - Ethics and Diversity in Social Work
- MSW-6006 - Leadership in Social Work Practice
- MSW-6007 - Research Methods in Social Work
- MSW-6008 - Social Work in Interdisciplinary Settings
- MSW-6009 - Generalist Practicum l
- MSW-6010 - Generalist Practicum II

Advanced Courses

- MSW-6101 - Advanced Social Work with Children and Families
- MSW-6102 - Advanced Social Work Practice with Marginalized Populations
- MSW-6103 - Advanced Social Work in Medical Practice
- MSW-6104 - Advanced Social Work Practice in Mental Health
- MSW-6105 - Forensic Clinical Social Work Practice
- MSW-6106 - Advanced Leadership Skills for Clinical Practice
- MSW-6901 - Advanced Practicum I
- MSW-6902 - Advanced Practicum II
- MSW-6903 - Capstone

Post-Master's Certificate

Description of Program

The Post-Master's Certificate program in Marriage and Family Therapy is comprised 6 courses (18 credit hours). Students must complete the program as listed below. Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive a certificate.

In order to be eligible for clinical work (if needed), students in this certificate need to demonstrate passing grades in all pre-requisite (or equivalent) courses from an accredited university. The six content areas for pre-requisite coursework include: one course in theoretical foundations, one course in professional ethics, one course in clinical assessment, one course in diagnosis/psychopathology, and two courses in treatment methods/models of therapy/counseling. Certificate students will need to provide a copy of their transcripts to confirm successful completion (passing grades) of these pre-requisite courses.

Note: Students who have made application for licensure are encouraged to verify with state licensure divisions or boards that the courses they select will meet the specific state requirements before enrolling in this certificate program.

Click here for potential career opportunities using the Post-Master's Certificate in MFT.

Basis for Admissions

Admission to the Post-Master's Certificate program requires a conferred master's level or higher degree from a regionally or nationally accredited academic institution. An interview with a faculty member is available for any applicant to the certificate program but is required for those using the certificate to be qualified for licensure (for those who will be doing clinical courses as a part of the certificate, a background check is also required).

Scope

Six Courses (18 Credit hours) must be completed to earn a certificate. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 12 months.

Students who choose to complete the post-master's certificate in Marriage and Family Therapy can select any six (6) doctoral level MFT courses listed below (the first course in the PhDMFT and DMFT programs and dissertation courses are excluded) to

meet the requirements of the certificate program. Based on approval from the Dean or designee, courses from the Department of Psychology can be included in the certificate. As can be seen, these courses are focused in particular specialization areas and can be grouped accordingly or taken as six distinct courses.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Areas of Emphasis and Specific Courses - 18 credit hours

Students can select any six courses from all the courses listed below or they can select a group of six courses based on an area of specialization.

Child and Adolescent Family Therapy

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

Couple Therapy

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8308 - Emotion and Differentiation Focused Couple Therapy
- MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
- MFT-8310 - Systemic Sex Therapy
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

Culture, Diversity and Social Justice in a Global Context

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8701 - Language of Diversity
- MFT-8702 - A Systemic Evaluation of Global Concerns and Diversity
- MFT-8703 - Social Justice Advocacy in the United States
- MFT-8704 - Culturally Sensitive Care in MFT

Education and Supervision

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8721 - Constructing a Professional Identity
- MFT-8722 - Teaching Systemic Theories
- MFT-8723 - Analyzing Supervision Interventions
- MFT-8724 - Employing Technology in Supervision

General Family Therapy

This area of emphasis allows students to select courses from a broad range of electives to fit their personal and professional goals

Note: Students can select any six (6) doctoral level MFT courses (excluding the first course in the program and dissertation courses) to meet the requirements of the General Family Therapy emphasis. Courses from the Department of Psychology can be included in the General Family Therapy emphasis with approval from the Dean or designee.

Medical Family Therapy

- PSY-8147 - Psychopharmacology
- MFT-8402 - Medical Family Therapy
- MFT-8403 - Medical Family Therapy Applications
- MFT-8404 - Families, Health, and Illness
- MFT-8408 - Loss and Bereavement
- MFT-8601 - Gerontology and Systemic Intervention

Systemic Leadership

- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- DMFT-8705 - Systemic Leadership
- MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations
- MFT-8713 - Public or Corporate Policy Making
- MFT-8714 - Leadership in Higher Education

Therapy with Military Families

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

Doctorate of Marriage and Family Therapy, DMFT

Description of Program

The Doctorate of Marriage and Family Therapy (DMFT) at the University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as a systemically-trained mental health professional. A high standard of excellence is expected. In support of this, program faculty is selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills requisite for effective practice in the field of marriage and family therapy. The DMFT offers training in program development and evaluation, grant writing, advanced clinical education, research coursework and opportunities, and supervision training and experience. Graduates of the DMFT will be prepared to develop and evaluate programs, write grants, deliver clinical services, supervise other clinicians, serve in administrative positions, oversee the business of mental health practices, and participate in education and scholarship in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the DMFT Program Handbook.

Click here for potential career opportunities within the DMFT.

Learning Outcomes

- Cultivate competence in working with diverse populations in professional settings
- Appraise ethical conduct in professional contexts
- Prepare applied projects designed to make a measurable difference
- Develop relational/systemic knowledge and skills

Basis for Admissions

Admission to the DMFT program in the Department of Social Sciences will be determined by the degree used to meet basis of admission and/or clinical experience. Applicants must have earned a master's degree from a nationally or regionally accredited university. The qualifying master's degree must have been completed in a program in the Social Sciences (e.g., counseling, education, family studies, MFT, psychology, social work, sociology).

All applicants complete the additional application steps outlined below (e.g., complete MFT specific applicant packet, one-on-one interview with MFT faculty, complete a national background check).

Degree Requirements

The DMFT degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the DMFT program.

The Doctorate of Marriage and Family Therapy (all specializations) has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- 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 must be met before the student will be issued their complimentary diploma

Beyond these standard graduation requirements, the DMFT program has the following degree requirements:

1. **Online Video Conferencing.** In order to complete some of the course requirements, students are required to participate in online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a webcam, a headset, a video recording device, and a high-speed Internet connection.
2. **Doctoral Internship.** DMFT students are required to complete a 9-month, 20 hour a week, doctoral internship that aligns with their doctoral specialization. Students are required to have a local supervisor with whom they can meet in-person for a minimum of 4 hours per month (i.e., one hour per week). For more information, please read the practicum and internship course descriptions.
3. **Liability Insurance.** Prior to beginning any clinical experience, DMFT students are required to submit proof of professional liability insurance.
4. **Supervision Coursework**. DMFT students who desire to become a clinical supervisor in the future are encouraged to pursue the required training in in MFT supervision methodology. Students seeking to qualify for the AAMFT or state Approved Supervisor designation will have to complete the direct supervision and supervision mentoring requirements outside of the program.
5. **Doctoral Comprehensive Evaluation (Portfolio)**. In pursuit of an applied doctoral degree at the University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The three doctoral portfolio courses are intended to assure that students identify goals they will work to accomplish during the program, as well as examine their personal and professional identity as a relational/systemic

practitioner. Throughout this process, students refine their professional development plans and provide artifacts indicating they have acquired competencies in several key domains. The DMFT Portfolio is a living document with major updates throughout the program.

6. **Doctoral Project.** The capstone of applied doctoral training is the completion of an applied project process. The DMFT program uses a facilitated capstone process that is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral project. For students in the DMFT program, the applied project must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: The applied project portion of the DMFT program can be completed with a minimum of 12 credit hours in Applied Doctoral Experience [ADE] Courses, but may require additional credit hours, depending on the time the student takes to complete the project).

Competencies

All DMFT students are required to demonstrate competency in the areas listed below.

1. **Competency in Writing Skills.** DMFT students are required to successfully complete both DMFT-7501and DMFT-7502 at the University (or equivalent courses can be transferred in). Students are required to show competency in writing skills for research purposes throughout their graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determines communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods Competency**. DMFT students are required to successfully complete DMFT-7503 at the University and demonstrate the ability to successfully complete a doctoral proposal.
3. **Graduate-Level Applied Project Design and Analysis Competency**. DMFT students are required to successfully complete DMFT-7113 at the University, as well as carry out, complete, write-up and defend the proposed applied project.
4. **Graduate-Level Clinical Competency**. All students pursuing a clinical specialization in the DMFT program (all specializations but Systemic Organizational Leadership) are required to enroll in a clinical practicum at the University. DMFT students who are fully licensed MFTs will complete the supervision practicum (MFT-8971). DMFT students who do not enter the program as fully licensed marriage and family therapists must take DMFT-8951. Successful completion of a practicum course, including relevant evaluations and presentations, is deemed to be evidence of clinical competence.
5. **Graduate-Level Program Evaluation Competency**. DMFT students are required to successfully complete DMFT-7112 at the University, which involves demonstrating competence in completing a program evaluation.
6. **Computer Competency**. DMFT students are required to have the computer skills that are necessary for completing a doctoral project. 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).. The doctoral project oral presentation requires the student to produce a computer-based presentation (i.e., PowerPoint).

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 64 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 54 months.

Practicum Information

Marriage and Family Therapy DMFT students must complete at least one 3-credit practicum course (with a clinical, supervision, organizational focus). Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students enrolling in DMFT-8951 will be required to secure a local clinical placement as well as a local clinical supervisor who is an AAMFT Approved Supervisor (or Supervisor Candidate) or who meets state requirements for supervision of post-graduate MFTs seeking state licensure. If students are currently licensed to practice marriage and family therapy independently in their state, they generally complete a supervision practicum and are not required to have a local on-site supervisor. Students in the Systemic Organizational Leadership specialization will secure a placement that allows them to engage in leadership and/or managerial duties as well as practicum mentor/supervisor appropriate for their practicum activities. DMFT students will receive supervision, mentoring, and evaluation from the University's Clinical Faculty.

The practicum course for DMFT students in the DMFT is DMFT-8951 or MFT-8971 or DMFT-8972 (each is 3 credit hours). Additional details can be found in the course description for these courses.

Internship Information

Students typically begin their doctoral internship in the middle portion of their program, at some point after completing the first portfolio course (CMP-9611M). Final approval of a student's internship plan rests with the Director of MFT Doctoral Programs.

DMFT students must complete a 9-month supervised internship. DMFT students who plan to engage in clinical work as part of their internship must meet weekly with a local supervisor who is an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. DMFT students who are fully licensed MFTs can elect to complete an internship with a focus on such areas as applied scholarship, teaching, entrepreneurship, or administration within the field of marriage and family therapy. These students are required to have weekly consultation with professional appropriate for the proposed internship activities who will serve as a mentor/supervisor. This local supervisor is not required to be a clinical supervisor (i.e., AAMFT Approved or state-approved supervisor), but is a content expert specific to the students' area of specialization. Students in the Systemic Organizational Leadership specialization will complete their internship in a setting that allows them to develop and enhance their leadership and managerial skills. They will meet weekly with a mentor/supervisor who can provide guidance in systemic organizational leadership.

Supervisors are approved on a case-by-case basis by the Director of MFT Doctoral Programs.

MFT Supervision Training

In addition to the practicum and internship courses, students in the DMFT program are encouraged to receive training in supervision methodology. The supervision course may be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors or through a state-approved MFT supervision course.

Doctoral Project

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

A doctoral candidate must be continuously enrolled throughout the series of doctoral project courses. Doctoral project courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the doctoral project course sequence. If additional time is required to complete any of the doctoral project courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing doctoral project requirements. The Doctoral Project Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the doctoral project. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- DMFT-7000 - Foundations of Relational/System Ethics and Practice
- DMFT-7501 - Foundations of Relational/Systemic Intervention
- DMFT-7502 - Fundamentals of Scholarly Writing
- Specialization Course 1
- DMFT-7201 - Program Development for MFTs
- CMP-9611M - DMFT Portfolio I
- DMFT-7503 - Relational/Systemic Approaches to Research and Scholarship
- DMFT-7112 - Program Evaluation and Monitoring in MFT
- Specialization Course 2
- Core Course *
- Relational/Systemic Theories & Applications Course **
- CMP-9612M - DMFT Portfolio II
- Specialization Course 3
- Select One of the Following:

• DMFT-8951 - DMFT Doctoral Practicum -OR- • MFT-8971 - MFT Supervision Practicum -OR- • DMFT-8972 - Systemic Organizational Leadership Practicum

- DMFT-8981 - Relational/Systemic Doctoral Internship I
- DMFT-8982 - Relational/Systemic Doctoral Internship II
- DMFT-8983 - Relational/Systemic Doctoral Internship III
- Specialization Course 4
- DMFT-7113 - Relational/Systemic Applied Methodologies
- CMP-9613M - DMFT Portfolio III
- DIS-9911A - Applied Doctoral Introduction
- DIS-9912A - Applied Doctoral Proposal
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
- DIS-9914A - Applied Doctoral Manuscript

Core and Relational/Systemic Theories & Applications Course Options

***Core Course Options**

Students may choose one of the following:

- DMFT-7202 - Grant Writing Concepts and Approaches for MFTs
- MFT-8721 - Constructing a Professional Identity
- MFT-8722 - Teaching Systemic Theories
- MFT-8723 - Analyzing Supervision Interventions
- MFT-8724 - Employing Technology in Supervision
- DMFT-8705 - Systemic Leadership
- MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations
- MFT-8713 - Public or Corporate Policy Making
- MFT-8714 - Leadership in Higher Education

****Relational/Systemic Theories & Applications Course Options**

Students may choose one of the following:

- DMFT-7115 - Relational/Cybernetic Applications in Larger Systems
- DMFT-8704 - Systems Consultation
- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction

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 doctoral project on issues related to working with children and adolescents. Twelve (12) credit hours of coursework are devoted to Child and Adolescent Therapy.

Required Courses - 12 credit hours

- MFT-8208 - Child and Adolescent Assessment and Diagnosis
- MFT-8209 - Family Therapy with Adolescents
- MFT-8210 - Early Childhood and Parenting Interventions
- MFT-8211 - Neurodevelopmental Disorders in Children and Adolescents

Couple Therapy

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and doctoral project on issues related to working with couples. Twelve (12) credit hours of coursework are devoted to Couple Therapy.

Required Courses - 12 credit hours

- MFT-8308 - Emotion and Differentiation Focused Couple Therapy
- MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
- MFT-8310 - Systemic Sex Therapy
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

General Family Therapy

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, students select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Department of Psychology may be considered to fill this requirement with approval on a case-by-case basis. Students in this specialization are required to focus their course projects, internship work, and doctoral project on issues related to marriage and family therapy. Four additional courses (theory or treatment-focused) chosen from any of the Department of Social Sciences specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.

Systemic Administration and Entrepreneurship Specialization

The Systemic Administration and Entrepreneurship is designed to prepare students to use their relational/systemic skills in a variety of contexts such as, private practice, mental health agencies and organizations, business or schools. Students can focus their specialization on the leadership, managerial, or practitioner role in such settings. Students in this clinical specialization are required to focus their course projects, internship work, and doctoral projects on issues broadly related to administration and/or entrepreneurship. Twelve (12) hours of coursework are devoted to systemic administration and entrepreneurship. A unique aspect

of this specialization is that students may select up to two of their four specialization courses from the School of Business or the Department of Psychology.

Specialization Courses - 12 credit hours

Select four courses from the following:

- BUS-7130 - Business Leadership & Strategy
- DMFT-8702 - Practice/Organization Marketing
- DMFT-8704 - Systems Consultation - Can be used as a Specialization Course if not already being used to satisfy the Relational/Systemic Theories & Applications requirement
- DMFT-8705 - Systemic Leadership - Can be used as a Specialization Course if not already being used to satisfy the Core Course requirement
- DMFT-8706 - The Business of Therapy
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes
- PSY-8410 - Organizational Development
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8507 - Comparative Analysis of Evidence-based Interventions
- PSY-8509 - Behavioral Health Services Policy
- PSY-8511 - Behavioral Health Administration and Management
- PUB-7005 - Public Budgeting and Finance

Systemic Organizational Leadership Specialization

The Systemic Organizational Leadership is designed to prepare students to assume leadership roles in agencies and organizations. Students will be taught to apply systems theory to leadership roles and functioning within organizations. This is a non-clinical specialization in that students will complete their practicum and internship in organizational settings and activities, rather than clinical work. Students in this specialization will also focus course assignments and doctoral project on issues related to systemic leadership. Twelve credit hours of coursework are devoted to systemic organizational leadership. Up to two of four specialization courses can be taken outside of the Department of Social Sciences.

Specialization Courses - 12 credit hours

Select four courses from the following:

- DMFT-8702 - Practice/Organization Marketing
- DMFT-8704 - Systems Consultation - Can be used as a Specialization Course if not already being used to satisfy the Relational/Systemic Theories & Applications requirement
- DMFT-8705 - Systemic Leadership - Can be used as a Specialization Course if not already being used to satisfy the Core Course requirement
- DMFT-8715 - Creating and Sustaining Optimal Organizational Systems
- DMFT-8716 - Managing and Addressing Conflict and Dysfunction within Organizations
- DMFT-8717 - Project Management and Strategic Planning
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes
- PSY-8410 - Organizational Development
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8509 - Behavioral Health Services Policy
- PSY-8511 - Behavioral Health Administration and Management
- PUB-7005 - Public Budgeting and Finance

Therapy with Military Families

The Therapy with Military Families Specialization is designed to prepare students to work primarily with individuals, couples, and families who are affiliated with the military using a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and doctoral project on issues related to working with military personnel and their families. Twelve (12) credit hours of coursework are devoted to Therapy with Military Families.

Required Courses - 12 credit hours

- MFT-8507 - Military and Veteran Cultures Across the Lifespan
- MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8510 - Behavioral Health Care with Military and Veteran Populations

Doctor of Philosophy in Marriage and Family Therapy, PhDMFT

Description of Program

The Doctor of Philosophy (PhD) in Marriage and Family Therapy program at the University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as marriage and family therapists. The program is the first primarily distance based MFT doctoral program to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). A high standard of excellence is expected. In support of this, program faculty is selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills and personal and professional growth requisite for effective practice in the field of marriage and family therapy. The doctoral program offers advanced clinical education and training, research coursework and opportunities, and supervision training and experience. Graduates of the doctoral program will be prepared to carry out advanced clinical work and supervision and/or education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the PhD-MFT Program Handbook.

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

Learning Outcomes

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

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

Basis for Admissions

Admission to the Doctoral programs in the Department of Social Sciences will be determined by the degree used to meet basis of admission and/or clinical experience. In order to enter the **PhDMFT program**, applicants must have earned a master's degree

from a nationally or regionally accredited university. The qualifying master's degree must have been completed in a clinical program (e.g., MFT, psychology, social work, counseling). There are two options for entering the doctoral program in MFT:

1. Applicants with a previously completed master's degree in marriage and family therapy from a COAMFTE accredited program meet the educational requirements to enter the 63-credit Ph.D. program. These applicants will still need to complete the additional application steps outlined below (e.g., complete MFT specific applicant packet, one-on-one interview with MFT faculty, complete a national background check).
2. Applicants with a completed master's degree in a related clinical discipline (counseling, clinical psychology, or social work) and who are licensed or license eligible (i.e., in the process of pursuing licensure) in a clinical discipline must have their previous transcripts evaluated for potential waiver credit to meet some or all of the foundational curriculum requirements (taken from the MAMFT program).

Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 63 credit hours at the graduate level beyond the master's degree.

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

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

- A minimum of 51 credit hours of graduate instruction must be completed through the University
- 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 must be met before the student will be issued their complimentary diploma

Beyond these standard graduation requirements, the Marriage and Family Therapy doctoral program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in weekly online supervision process that is used during the practicum and internship courses, students are required to participate in online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
    1. **Client Contact** – Doctoral students will be required to complete 800 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 400 hours of client contact must be relational (e.g., with couples or family members). For more information, please read the practicum and internship course descriptions.
2. **Supervision** – In conjunction with client contact, doctoral students must receive a total of 160 hours of supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location and/or local supervisor they contract with to complete their practicum and internship requirements. The decision and responsibility to pay for local supervision is entirely up to the student and not a requirement of the University.
3. **Doctoral Internship (Advanced Practical Experience Component, or APEC)** – Doctoral students are required to complete a 9-month, 20 hour a week, doctoral internship that aligns with their doctoral specialization. Students will be required to have a local supervisor with whom they can meet in-person with a minimum of 4 hours per month (i.e. one hour per week). For more information, please read the practicum and internship course descriptions.
4. **Liability Insurance** – Prior to beginning any clinical experience, PhDMFT 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 the 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 Portfolio** – Students are required to complete three 4-week portfolio courses in which they develop a portfolio that showcases their academic, research, clinical, and professional competence. Students will upload a variety of documents to the portfolio, such as their degree plan, resume, and key course assignments, as evidence of their progress and abilities. Students must pass the final portfolio course, which is the last course taken, in order to become a doctoral candidate and advance to the dissertation sequence.
7. **Dissertation** – The capstone of doctoral training is the completion of the dissertation process. All programs at the University use a facilitated dissertation process that is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral dissertation. For students in the MFT program, the dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: The dissertation portion of the PhDMFT program can be completed with a minimum of 12 credit hours in Dissertation Courses, but *may require additional credit hours*, depending on the time the student takes to complete the dissertation research.)

Competencies

All PhD students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills -** PhD students are required to complete both MFT-7101 and MFT-7102 at the University. Students are required to show competency in writing skills for research purposes throughout their University graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determines communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods and Statistics Competency -** PhD students are required to complete MFT-7103, MFT-7110, MFT-7111, MFT-7112, and either MFT-7113 or MFT-7114 at the University. These courses prepare students for the dissertation and enhance their ability to critique published research and conduct independent research.
3. **Computer Competency -** PhD students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Time to Completion

The University allows 8 years to complete all doctoral programs of 60 credits or more.

The median time to completion for this program is 74 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 59 months.

Practicum Information

PhDMFT students must complete at least one 3-credit practicum course. Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students who are not fully licensed MFTs (LMFTs) will be required to secure a local clinical placement as well as a local clinical supervisor who is an AAMFT Approved Supervisor (or Supervisor Candidate) or who meets state requirements for supervision of post-graduate MFTs seeking state licensure. Students who are LMFTs will complete a supervision practicum with the University, and a local supervisor is not required. Doctoral students will receive weekly supervision, mentoring, and evaluation from the University Clinical Faculty.

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

MFT Supervision Training

In addition to the practicum and internship courses, students in the PhDMFT program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by the American Association for Marriage and Family Therapy (AAMFT) for students to become AAMFT Approved Supervisors. Not all requirements will be completed for the student to achieve the designation while in the program at the University. The supervision course in the PhDMFT program is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

PhDMFT students must enroll in MFT-8970, or as an alternative to completing the supervision course at the University, students may elect to complete the training directly through AAMFT. Upon completion of the AAMFT training, students must submit documentation through their Academic and Finance Advisor for approval and the course requirements (credit hours) for MFT-8970 will be met.

Internship (Advanced Practical Experience Component; APEC) Information

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

- MFT-7101 - Foundations for Doctoral Study in MFT
- All Foundational Curriculum Leveling Courses
- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- CMP-9701M - Doctoral Portfolio I
- MFT-7102 - Scholarly Writing in MFT
- MFT-8951 - MFT Doctoral Practicum I or MFT-8952 - MFT Doctoral Practicum II
- MFT-8970 - MFT Supervision
- MFT-7103 - Research Methods in MFT
- Specialization Course 1
- MFT-7110 - Quantitative Analysis in MFT
- Specialization Course 2
- MFT-7111 - Quantitative Measurement and Design in MFT
- CMP-9702M - Doctoral Portfolio II
- Specialization Course 3
- MFT-7112 - Qualitative Measurement and Design
- Specialization Course 4

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

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

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

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

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

Dissertation Process

Faculty assists each 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. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Degree Plan

Credit Hours – This program can be completed with a minimum of 63 credit hours, but *may require additional credit hours*, depending on the need for Foundational Curriculum courses and the time required to complete the dissertation research. If granted, additional dissertation courses will be added to the student's degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

Foundation Curriculum* - All Foundation Curriculum Areas (FCA) below must be met

Content Area	*Number of required Credit hours*
FCA 1: Foundations of Relational/Systemic Practice, Theories & Models	6
FCA 2: Clinical Treatment with Individuals, Couples and Families	6
FCA 3: Diverse, Multicultural and/or Underserved Communities	3
FCA 4: Research & Evaluation	3
FCA 5: Professional Identity, Law, Ethics & Social Responsibility	3
FCA 6: Biopsychosocial Health & Development Across the Life Span	3
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment	3
FCA 8: Contemporary Issues	Some Coverage
FCA 9: Community Interactions & Collaboration	Some Coverage
Clinical Experience	3
Must include face-to-face client contact under the supervision of a licensed mental health professional.	
Total Credit Hours:	30
* Courses must have been completed at a regionally accredited institution and passed with a B or higher, and be approved by University MFT faculty	

Course Sequence

The PhD in Marriage and Family Therapy requires the following courses for every specialization:

- MFT-7101 - Foundations for Doctoral Study in MFT
- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- CMP-9701M - Doctoral Portfolio I
- MFT-7102 - Scholarly Writing in MFT

For students who are not LMFTs

- MFT-8951 - MFT Doctoral Practicum I Or
- MFT-8952 - MFT Doctoral Practicum II

For students who are LMFTs:

- MFT-8971 - MFT Supervision Practicum

- MFT-8970 - MFT Supervision
- MFT-7103 - Research Methods in MFT
- Specialization Course 1

- MFT-7110 - Quantitative Analysis in MFT
- Specialization Course 2
- MFT-7111 - Quantitative Measurement and Design in MFT
- CMP-9702M - Doctoral Portfolio II
- Specialization Course 3
- MFT-7112 - Qualitative Measurement and Design
- Specialization Course 4
- MFT-8991 - MFT Advanced Practical Experience Component (APEC I)
- MFT-8992 - MFT Advanced Practical Experience Component (APEC II)
- MFT-8993 - MFT Advanced Practical Experience Component (APEC III)
- MFT-7113 - Advanced Qualitative Design and Analysis OR
- MFT-7114 - Advanced Quantitative Design and Analysis
- CMP-9703M - Doctoral Portfolio III
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Child and Adolescent Therapy Specialization

The Child and Adolescent Therapy Specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with children and adolescents. Twelve (12) credit hours of coursework are devoted to Child and Adolescent Therapy.

Required Courses - 12 credit hours

- MFT-8208 - Child and Adolescent Assessment and Diagnosis
- MFT-8209 - Family Therapy with Adolescents
- MFT-8210 - Early Childhood and Parenting Interventions
- MFT-8211 - Neurodevelopmental Disorders in Children and Adolescents

Couple Therapy Specialization

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to working with couples. Twelve (12) credit hours of coursework are devoted to couple therapy.

Required Courses - 12 credit hours

- MFT-8308 - Emotion and Differentiation Focused Couple Therapy
- MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
- MFT-8310 - Systemic Sex Therapy
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

Culture, Diversity and Social Justice in a Global Context Specialization

The Culture, Diversity, and Social Justice in a Global Context Specialization is designed to prepare students to work with diverse clients and serve in diversity and inclusion positions within organizations and institutions. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on

issues related to culture, diversity, and social justice in a global context. Twelve (12) credit hours of coursework are devoted to culture, diversity, and social justice in a global context.

Required Courses - 12 credit hours

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

Education and Supervision Specialization

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

Required Courses - 12 credit hours

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

General Family Therapy Specialization

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, students must select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Department of Psychology may be considered to fill this requirement with approval on a case-by-case basis. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to marriage and family therapy.

Required Courses - 12 credit hours

- Electives - Four electives (theory or treatment-focused) chosen from any of the Department of Social Sciences doctoral level specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.

Medical Family Therapy Specialization

The Medical Therapy Specialization is designed to prepare students to work with individuals, couples, and families who are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to medical family therapy. Twelve (12) credit hours of coursework are devoted to medical family therapy.

Required Courses – 12 credit hours

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

Systemic Leadership Specialization

The Systemic Leadership Specialization is designed to prepare students to assume leadership roles in agencies and organizations. Students will be taught to apply systems theory to leadership roles and functioning within organizations. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to systemic leadership. Twelve (12) credit hours of coursework are devoted to systemic leadership.

Required Courses - 12 credit hours

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

Therapy with Military Families Specialization

The Therapy with Military Families Specialization is designed to prepare students to work primarily with individuals, couples, and families that are affiliated with the military through using a family therapy, systems perspective. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to working with military personnel and their families. Twelve (12) credit hours of coursework are devoted to therapy with military families.

Required Courses – 12 credit hours

- MFT-8507 - Military and Veteran Cultures Across the Lifespan
- MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8510 - Behavioral Health Care with Military and Veteran Populations

School of Technology and Engineering

Department of Computer Science and Cybersecurity

Master of Science in Computer Science, MS

Description of Program

The Master of Science in Computer Science helps students understand how computers function and communicate from the inside out. This is a broad program that allows students to gain knowledge in a wide variety of computing topics and to prepare for a range of technology leadership roles. Graduates will be able to use this in-depth knowledge to lead the innovative integration of computer technologies in their organizations.

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

Learning Outcomes

- Evaluate an organization's potential for improvement through computers and software
- Explain concepts and arguments associated with computer science

- Manage legal, ethical, and security risks in computer-based systems
- Evaluate the scope and impact of emerging computer science concepts on a local and global scale
- Formulate computer-based solutions to practical problems

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from a regionally or nationally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Computer Science is a 30 credit program.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Computer Science for graduate course work completed at an accredited college or university with a grade average of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

The Master of Science in Computer Science program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

- TIM-6101 - Principles of Computer Science
- TIM-6110 - Programming Languages & Algorithms
- TIM-5010 - Computer Networks & Mobile Computing
- TIM-6121 - Distributed Algorithms and Parallel Computing
- TIM-5020 - Databases & Business Intelligence
- TIM-6130 - Data Mining
- TIM-6301 - Principles of Cybersecurity
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems

- TIM-6140 - Software Engineering
- TIM-6190 - Innovation & Strategy in Computer Science

Master of Science in Cybersecurity, MS

Description of Program

The Master of Science in Cybersecurity (MSCY) program exposes you to the latest tools, practices, and methods used to protect critical information, sensitive assets, privacy, and to comply with ethical and legal expectations. During the program, you will explore best practices, standards, frameworks, and models that contribute to strengthened defenses and you will gain the real-world knowledge needed to work as a cybersecurity professional and to communicate at all levels of an organization. Specializations cater to distinct knowledge areas for diverse industries.

Click here for potential career opportunities within the MSCY.

Learning Outcomes

- Evaluate an organization's maturity in protecting its information infrastructure
- Explain concepts and arguments associated with cybersecurity
- Manage legal, ethical, and security risks in technology-based systems
- Evaluate the scope and impact of emerging technologies in cybersecurity on a local and global scale
- Formulate solutions to cybersecurity problems

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Cybersecurity is a 30 credit program comprised of 15 core credits, 12 specialization credits and 3 capstone credits.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Cybersecurity for graduate course work completed at an accredited college or university with a grade average of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

Students who complete at least 15 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

The Master of Science in Cybersecurity program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

- TIM-6301 - Principles of Cybersecurity
- TIM-5010 - Computer Networks & Mobile Computing
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-6320 - Contingency Planning & Incidents
- TIM-6331 - Cloud and System Certification, and Accreditation
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- TIM-6390 - Strategic Management of Cybersecurity

Finance and Banking Specialization

The Master of Science in Cybersecurity (MSCY) Finance and Banking specialization addresses the specific needs of related systems and organizations. The specialization exposes you to the latest tools, practices, and strategies to protect critical information, sensitive assets, privacy, and to comply with ethical, legal, and audit expectations. Within the finance and banking specialization, you will explore the best practices, standards, frameworks, and models that contribute to strengthened defenses and you will gain the real-world knowledge needed to work as a cybersecurity finance and banking professional and to communicate at all levels of an organization.

Specialization Courses - 12 credit hours

- TIM-6705 - Cybersecurity Ethics, Laws, and Regulations in Finance and Banking
- TIM-6710 - Cybersecurity Governance, Risk, and Policy in Finance and Banking
- TIM-6715 - Cybersecurity Threats and Vulnerabilities in Finance and Banking
- TIM-6720 - Cybersecurity Internal and External Operations in Finance and Banking

General Cybersecurity Specialization

The Master of Science in Cybersecurity (MSCY) General specialization adds a broad view of areas that are important within information assurance and general cybersecurity exposures and solutions. The specialization provides added content in core business technology areas such as databases, adoption of new content areas, and safe application creation and acquisition. Modern information assurance and related risks provide an important area explored with a practitioner emphasis aimed at curing problems and preventing future losses. Updated and evolving forensics for legal and incident resolution complement advance learning related to standards, frameworks, and the practical management of risk.

Specialization Courses - 12 credit hours

- TIM-5020 - Databases & Business Intelligence
- TIM-6302 - Changing Times: Trends and Topics in Cybersecurity
- TIM-6310 - Cyber Forensics
- TIM-6340 - Secure Software Development

Healthcare Specialization

The Master of Science in Cybersecurity (MSCY) Healthcare specialization addresses the specific needs of health and related systems and organizations. The specialization exposes you to the latest tools, practices, and strategies to protect critical information, sensitive assets, privacy, audit, and to comply with ethical and legal expectations. During the program, you will explore healthcare best practices, standards, frameworks, and models that contribute to strengthened defenses and you will gain the real-world knowledge needed to work as a cybersecurity healthcare professional and to communicate at all levels of an organization.

Specialization Courses - 12 credit hours

- TIM-6725 - Cybersecurity Ethics, Laws, and Regulations in Healthcare
- TIM-6730 - Cybersecurity Governance, Risk, and Policy in Healthcare
- TIM-6735 - Cybersecurity Threats and Vulnerabilities in Healthcare
- TIM-6740 - Cybersecurity Operations and Supply Chain in Healthcare

Public Service and Defense Specialization

The Master of Science in Cybersecurity (MSCY) Public Service and Defense Specialization exposes you to the latest tools, practices, and methods used to protect critical information, sensitive assets, privacy, and to comply with ethical and legal expectations. During the program, you will explore specific public service and defense best practices, standards, frameworks, and models, including FISMA, NIST, and DoD expectations that contribute to strengthened defenses, gaining the real-world knowledge needed to work as a cybersecurity professional and to communicate at all levels of an organization.

Specialization Courses - 12 credit hours

- TIM-6745 - Cybersecurity Ethics, Laws, and Regulations in Public Service and Defense
- TIM-6750 - Cybersecurity Governance, Risk, and Policy in Public Service and Defense
- TIM-6755 - Cybersecurity Threats and Vulnerabilities in Public Service and Defense
- TIM-6760 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism

Doctor of Philosophy in Computer Science, PhD

Description of Program

The Doctor of Philosophy in Computer Science (PhD-CS) program takes an applied approach to computer science theory and research. Students will get hands on experience, explore advanced topics, learn the very latest concepts, and have the opportunity to propose their own research. They will also be able to build a portfolio of work while completing their doctoral studies.

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

Learning Outcomes

- Develop knowledge in computer science based on a synthesis of current theories
- Explain theories, applications, and perspectives related to computer science

- Evaluate theories of ethics and risk management in computers and emerging technologies
- Formulate strategies for managing computing resources in global organizations
- Contribute to the body of theory and practice in computer science

Basis for Admissions

Admission to the PhD in Computer Science program requires a master's degree from a regionally accredited or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-CS degree program also has the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University
- GPA of 3.0 (letter grade of "B") or higher
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Fundamental Competencies

All PhD-CS students are required to demonstrate competency in these areas:

- **Computer Competency -** Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

**Students select one research methods and one directed research course based on their own research proposal.

- TIM-8101 - Principles of Computer Science
- TIM-8110 - Programming Languages & Algorithms
- TIM-7010 - Computer Networks & Mobile Computing
- TIM-8121 - Distributed Algorithms and Parallel Computing
- TIM-7020 - Databases & Business Intelligence
- TIM-8130 - Data Curation
- TIM-8301 - Principles of Cybersecurity
- TIM-7030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-7101 - Statistics with Technology Applications
- TIM-8150 - Artificial Intelligence
- TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders
- TIM-8140 - Software Engineering

- TIM-7221 - Quantitative Research Design for Technology Leaders **
  -OR-
- TIM-7231 - Qualitative Research Design for Technology Leaders **
  -OR-
- TIM-7241 - Constructive Research Design for Technology Leaders **

- TIM-7225 - Directed Quantitative Research **
  -OR-
- TIM-7235 - Directed Qualitative Research **
  -OR-
- TIM-7245 - Directed Constructive Research **

- TIM-8190 - Computer Science Policy and Strategy
- CMP-9701CS - PhD Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Doctor of Philosophy in Cybersecurity, PhD

Description of Program

The Doctor of Philosophy in Cybersecurity (PhD-CY) program takes an applied approach to cybersecurity theory and research. Students will get hands on experience, explore advanced topics, learn the very latest concepts, and prepare for anticipated risks. The degree is designed to prepare researchers and technology strategies applicable to leading positions in private and public sectors. Students will explore governance, compliance, leading frameworks, models, and standards to reduce threats and vulnerabilities. Students will build portfolio of valuable capabilities, addressing internal and external issues through the intelligent manipulation of data while completing their doctoral studies.

Click here for potential career opportunities using the PhD-CY.

Learning Outcomes

- Advance theory and practical applications of cybersecurity.
- Formulate cybersecurity governance, policy, risk, and compliance.
- Devise strategic thought leadership for challenges in cybersecurity architecture and operations.
- Assess internal and external threats and vulnerabilities to reduce organizational cyber risk.
- Evaluate tools, data, and processes to enhance protection and foster resilience.
- Facilitate the protection of critical information resources from current and future loss.

Basis for Admissions

Admission to Doctor of Philosophy in Cybersecurity program requires a master's degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-CY degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University.
- GPA of 3.0 (letter grade of "B") or higher.

- Satisfactory completion of the PhD-CY university approved Dissertation Manuscript and Oral Defense completed.
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations must be met before the student will be issued their complimentary diploma

Fundamental Competencies

All PhD-CY students are required to demonstrate competency in these areas:

- Graduate-Level Research Methods Competency– PhD-CY students are required to complete (TIM-7221 and TIM-7225), OR (TIM-7231 and TIM-7235), OR (TIM-7241 and TIM-7245) at the University.
- Graduate-Level Statistics Competency – PhD-CY students are required to complete TIM-7101 - Statistics with Technology Applications at the University.
- Computer Competency - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 44 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study.

This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD in Cybersecurity requires eight foundation/core courses, five specializations, two research, a pre-candidacy prospectus, and four dissertation courses for a total of 60 credit hours.

*Students select one pair of research methods and directed research courses based on their own research proposal.

The PhD in Cybersecurity requires the following courses for every specialization:

- TIM-7010 - Computer Networks & Mobile Computing
- TIM-8301 - Principles of Cybersecurity
- TIM-8305 - Cyber Risk, Contingencies, and Incidents
- TIM-8315 - Cyber Automation, Artificial Intelligence, and Machine Learning
- TIM-8330 - Advanced Risk Management
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- TIM-7101 - Statistics with Technology Applications
- TIM-8350 - Cyber Critical Infrastructure, Threats, Terrorism, & Warfare
- TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders
- Specialization Course 4
- Specialization Course 5

- TIM-7221 - Quantitative Research Design for Technology Leaders *
- TIM-7225 - Directed Quantitative Research *
  -OR-
- TIM-7231 - Qualitative Research Design for Technology Leaders *
- TIM-7235 - Directed Qualitative Research *
  -OR-
- TIM-7241 - Constructive Research Design for Technology Leaders *
- TIM-7245 - Directed Constructive Research *

- CMP-9701CY - PhD Cybersecurity Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal

- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

General and Technology Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), General and Technology specialization degree builds on the core computing principles and cybersecurity best practices, frameworks, and models. The degree provides a broad overview, adding governance and strategic views to compliment forensic, software development cloud, and systems certification content. Students use firsthand experience, explore advanced topics, learn the latest and anticipated concepts, consider the evolution of risks and mitigation, advanced threat detection, and propose their own research. The degree is designed to prepare researchers, consultants, and technology strategists capable of leadership roles and executive positions in private and public sectors.

Specialization Courses - 15 credit hours

- TIM-8310 - Cyber Forensics
- TIM-8325 - Cloud and Systems Certification & Accreditation
- TIM-8340 - Secure Software Development
- TIM-8335 - Governance, Laws, Privacy, and Compliance
- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Global Strategy and Operations Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), Global Policy and Operations specialization builds on the core program general principles, best practices, frameworks, and models. The specialization adds specific global solutions through an integrated strategy and leadership capabilities to establish global operations. The focus includes a focus on solving challenges of multi-time zone, multi-continent, and a range of laws, languages, and cultures. Specific considerations include diverse technologies, challenging support structures, and cyber target domains. The complication of widely distributed infrastructure, diverse political influences, and complex supply chains form part of the predictive strategy and the creation of operational excellence.

Specialization Courses - 15 credit hours

- TIM-8345 - Global Governance, Audit, Privacy, and Compliance
- TIM-8355 - Secure Globally Distributed Infrastructure and Support
- TIM-8360 - Global Laws, Culture, and Ethics
- TIM-8365 - Global Cyber Policy, Operations, and Risks
- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Governance, Risk, and Compliance Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), Governance, Risk, and Compliance specialization combines the four knowledge areas to complete research or synthesize cybersecurity solutions for enterprises subject to national exposures and global threats. The combined resolution of risk, compliance, audit, and privacy will enable graduates to create enhanced solutions while limiting the need for resources. The specialization investigates current and anticipated needs and solutions within all four areas, addressing key issues for larger organizations while providing improved strategic alignment. It includes important access control, and threat discovery across complex environments. The specialization includes an emphasis on preempting future losses.

Specialization Courses - 15 credit hours

- TIM-8710 - General Cyber Law, Oversight, and Regulations
- TIM-8715 - Frameworks, Models, Standards, and Controls
- TIM-8720 - Industry Laws, Regulations, and Compliance
- TIM-8725 - Cyber Policy and Leading Cyber Operations

- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Secure Cloud Computing Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), Secure Cloud Computing specialization builds on best practices, frameworks and models to synthesize unique solutions that optimize organization outcomes. The specialization investigates current and anticipated needs and solutions emphasizing the cloud computing. Learning and research adds practical and strategic insights to enable reduced risks for cloud computing and multi-cloud cybersecurity solutions. The degree is designed to prepare researchers, consultants, and technology strategists capable of leadership roles and executive positions in private and public sectors where advanced or complex cloud computing is important. Competencies include complex secure data communications, identity management, and access controls.

Specialization Courses - 15 credit hours

- TIM-8325 - Cloud and Systems Certification & Accreditation
- TIM-8370 - Advanced Networking & Identity Management
- TIM-8375 - Integration, Outsourcing, and Related Laws
- TIM-8380 - Secure Cloud Operations
- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Department of Data Science and Analytics

Master of Science in Data Science, MS

Description of Program

The Master of Science in Data Science (MSDS) focuses on data analytics, technical communication, and business leadership skills. The data science life cycle involves gathering data and maintaining data, processing data, analyzing data, and communicating the results in a professional setting. The MSDS program will prepare you for a career in data science by exploring each stage of the data science life cycle in depth. Because data science is continually evolving, you will also study the scope and impact of emerging trends.

Click here for potential career opportunities within the MSDS.

Learning Outcomes

- Evaluate an organization's potential for improvement in data management
- Explain concepts and arguments associated with data science
- Manage legal, ethical, and security risks in information systems
- Evaluate scope and impact of emerging data science concepts on a local and global scale
- Formulate solutions to practical problems in data management

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from a regionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science in Data Science is a 30 credit program.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Data Science for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School Technology must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

- TIM-6500 - Principles of Data Science
- TIM-5020 - Databases & Business Intelligence
- TIM-6130 - Data Mining
- TIM-6501 - Quantitative Methods for Data Analytics and Business Intelligence
- TIM-6520 - Inferential Statistics and Predictive Analysis
- TIM-6540 - Interpreting and Reporting Data
- TIM-6530 - Big Data Integration
- TIM-6510 - Data Visualization and Communication
- TIM-5221 - Quantitative Research Design for Technology Professionals
- TIM-6591 - Data Science Capstone: Lifecycle Application in Industry

Doctor of Philosophy in Data Science, PhD

Description of Program

The Doctor of Philosophy in Data Science (PhD-DS) focuses on data analytics, technical communication, and business leadership skills. The data science life cycle involves gathering data and maintaining data, processing data, analyzing data, and communicating the results in a professional setting. The PhD-DS program will prepare you for research in data science by exploring each stage of the data science life cycle in depth from an applied perspective and a theoretical perspective.

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

Learning Outcomes

- Develop knowledge in data science based on a synthesis of current theories
- Explain theories, applications, and perspectives related to data science
- Evaluate theories of ethics and risk management in information systems
- Formulate strategies for data and knowledge management in global organizations
- Contribute to the body of theory and practice in data science

Basis for Admissions

Admission to the Doctor of Philosophy in Data Science program requires a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-DS degree program also has the following requirements:

- GPA of 3.0 (letter grade of "B") or higher
- University approval of Dissertation Manuscript and Oral Defense completed
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;

- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);

- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- TIM-8500 - Principles of Data Science
- TIM-8501 - Exploratory Data Analysis
- TIM-8520 - Inferential and Predictive Analytics
- TIM-8550 - Data Preparation Methods
- TIM-7020 - Databases & Business Intelligence
- TIM-8530 - Big Data Integration
- TIM-8130 - Data Curation
- TIM-8515 - Multivariate Analysis
- TIM-8535 - Univariate Analysis
- TIM-8540 - Critical Analysis, Interpreting, and Reporting Data
- TIM-8510 - Data Visualization & Communication
- TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders
- TIM-7221 - Quantitative Research Design for Technology Leaders
- TIM-7225 - Directed Quantitative Research
- TIM-8590 - Data, Information, Knowledge Policy and Strategy
- CMP-9701DS - PhD Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Department of Information Systems and Technology Management

Master of Science in Information Technology, MS

Description of Program

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

Click here for potential career opportunities within the MSIT.

Learning Outcomes

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

Basis for Admissions

School of Technology and Engineering students entering the Master of Science in Information Technology program will require a bachelor's degree from a regionally or nationally accredited academic institution.

Degree Requirements

The Master of Science in Information Technology is a 30 credit program comprised of 15 core credits, 12 specialization credits and 3 capstone credits.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Information Technology for graduate course work completed at an accredited college or university with a grade average of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School of Technology and Engineering must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

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

Official documents on file for basis of admission:

- Conferred bachelor's degree from an accredited academic institution

- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

Students who complete at least 15 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

The Master of Science in Information Technology program requires the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

- TIM-5000 - Principles of Information Technology for the IT Professional
- TIM-5025 - Networks, Clouds and Mobile Computing
- TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals
- TIM-5040 - Systems and Architectures for IT Professionals
- TIM-5050 - Principles of Project Management
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- TIM-6590 - Strategic Management of IT Systems and Services

Cloud and Networking Infrastructure Management Specialization

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

Specialization Courses – 12 credit hours

- TIM-6410 - Cloud Computing
- TIM-6445 - Wireless Networking
- TIM-6121 - Distributed Algorithms and Parallel Computing
- TIM-6450 - Advanced Network Administration

General Information Management Specialization

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

Specialization Courses – 12 credit hours

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

Information Technology Project Management Specialization

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

Specialization Courses – 12 credit hours

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

Network Risk Management and Control Specialization

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

Specialization Courses – 12 credit hours

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

Master of Science in Technology Management, MS

Description of Program

The Master of Science in Technology Management program prepares professionals for technical management and leadership roles in today's organizations, resulting in a deeper understanding of organizational needs, cost-effective project planning, resource management, and effective communication. During this program, you will develop your management and leadership skills and your knowledge of technical systems and concepts, business strategies, governance, and financial planning, to prepare you for the unique challenges of technical management in a rapidly evolving industry.

Click here for potential career opportunities within the MSTM.

Learning Outcomes

- Demonstrate an applied knowledge of technical management and leadership

- Communicate concepts and arguments associated with technology and innovation
- Manage legal, ethical, and security risks in technology-based systems
- Evaluate the scope and impact of emerging technologies on a local and global scale
- Design technology-based solutions to practical problems

Basis for Admissions

School of Technology and Engineering students entering the Master of Science in Technology Management (MSTM) with a bachelor's degree from a regionally or nationally accredited academic institution may immediately begin the MSTM program.

Degree Requirements

The Master of Science in Technology Management is a 30-credit program comprised of 15 core credits, 12 specialization credits and 3 capstone credits. Graduates of the program must complete 30 credit hours.

Students will select a discipline-specific specialization of their interest, which compliments the core coursework. The MSTM program prepares students to be forward-thinking strategically aligned organizational leaders.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Technology Management for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School of Technology and Engineering must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Course Sequence

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

Students who complete at least 15 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All Master of Science in Technology Management (MSTM) programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

- TIM-5002 - Principles of Information Technology for IT Managers
- TIM-5100 - Management and Governance in Technology
- TIM-5110 - Finance and Planning in Technology
- TIM-5120 - Technical Communication
- TIM-5050 - Principles of Project Management
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- TIM-6011 - Strategic Management of Technology

Cybersecurity Management Specialization

The MSTM Cybersecurity Management specialization focuses on developing the knowledge and skills needed to oversee and manage cybersecurity professionals. You will explore key topics of cybersecurity of managing risk, privacy, and security. Additionally, you will explore contingency planning, incident analysis, and cloud systems certification and accreditation. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-6301 - Principles of Cybersecurity
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-6320 - Contingency Planning & Incidents
- TIM-6331 - Cloud and System Certification, and Accreditation

Data Science Management Specialization

The MSTM Data Science is designed to prepare students for Data Science leadership positions. You will explore key topics in the areas of technical management and leadership, data science, quantitative research design for technology professionals, analysis and interpretation of data, and data visualization techniques. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-6500 - Principles of Data Science
- TIM-5221 - Quantitative Research Design for Technology Professionals
- TIM-6540 - Interpreting and Reporting Data
- TIM-6510 - Data Visualization and Communication

General Management Specialization

The MSTM General Specialization focuses on developing the knowledge and skills needed to oversee and manage technology management professionals. You will explore key topics of leadership in Agile projects, cybersecurity, risk management, concepts of data science, quality management, and contingency planning and incidents. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals
- TIM-6500 - Principles of Data Science
- TIM-6210 - Quality Management
- TIM-6320 - Contingency Planning & Incidents

Information Technology Management Specialization

The MSTM Information Technology Management specialization is designed to prepare students for leadership positions. You will explore key topics of cybersecurity, risk management, systems analysis, systems architecture, and IT asset management. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning, and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals
- TIM-5040 - Systems and Architectures for IT Professionals
- TIM-6430 - Systems Analysis & Design
- TIM-6550 - IT Asset Management

Project and Program Management Specialization

The MSTM Project and Program Management specialization is designed to prepare students for project management leadership positions. You will explore key topics of leadership in Agile projects, leadership in Project Management, managing risk in projects, and program and portfolio management. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-6615 - Agile Project Management
- TIM-6610 - Leadership in Project Management
- TIM-6630 - Managing Risk in Project Management
- TIM-6640 - Program & Portfolio Management

Doctor of Philosophy in Technology Management, PhD

Description of Program

Visionary leaders can help change an organization and bring about new innovations. In the PhD program in Technology Management, student scholar-practitioners will learn how to become such leaders and be champions for new technologies and positive change in public and private organizations.

The Doctor of Philosophy (PhD) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a leadership role in technology management and administration. Upon completion of the PhD program, students are expected to have a broad knowledge in fields of business and technology management and an understanding of at least one specialized area of study. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field *the Ph.D. dissertation is a new contribution to the body of knowledge*.

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

Learning Outcomes

The program learning outcomes for the Doctor of Philosophy in Technology Management degree:

- Develop knowledge in technology and innovation based on a synthesis of current theories
- Communicate with diverse audiences about theories, applications, and perspectives related to technology and innovation
- Evaluate theories of ethics and risk management in computers and emerging technologies
- Formulate strategies for managing technology and innovation in global organizations
- Contribute to the body of theory and practice in technology management

Basis for Admissions

Admission to the Doctor of Philosophy in Technology Management program requires a master's degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-TM degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University
- GPA of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-TM Pre-Candidacy Prospectus
- University approval of Dissertation Manuscript and Oral Defense completed
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Fundamental Competencies

All PhD-TM students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency**– PhD-TM students are required to complete TIM-7211 , **AND** (TIM-7221 , TIM-7225), **OR** (TIM-7231 , TIM-7235), **OR** (TIM-7241 , TIM-7245) at the University.
- **Graduate-Level Statistics Competency** – PhD-TM students are required to complete TIM-7101 - Statistics with Technology Applications at the University.
- **Computer Competency -** Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature

- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD in Technology Management requires six (seven if needed) core courses, six specializations, three research, pre-candidacy prospectus, and four dissertation courses for a total of 60 credit hours.

**Students select one pair of research methods and directed research courses based on their own research proposal.

The PhD in Technology Management requires the following courses for every specialization:

- TIM-7001 - Principles of Technology Innovation Management
- Specialization Course 1
- TIM-7010 - Computer Networks & Mobile Computing
- Specialization Course 2
- TIM-7020 - Databases & Business Intelligence
- Specialization Course 3
- TIM-7030 - Managing Risk, Security, & Privacy in Information Systems
- Specialization Course 4
- TIM-7101 - Statistics with Technology Applications
- Specialization Course 5
- TIM-7040 - Technology Policy & Strategy
- Specialization Course 6
- TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders

- TIM-7221 - Quantitative Research Design for Technology Leaders **
  -OR-
- TIM-7231 - Qualitative Research Design for Technology Leaders **
  -OR
- TIM-7241 - Constructive Research Design for Technology Leaders **

- TIM-7225 - Directed Quantitative Research **
  -OR-
- TIM-7235 - Directed Qualitative Research **
  -OR-
- TIM-7245 - Directed Constructive Research **

- CMP-9701T - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Computer Science Specialization

Students in the Computer Science specialization will research the design and function of computers from the inside out. This is a broad specialization, allowing students to research a wide variety of computer topics and to prepare for a range of technology leadership roles. Graduates will be able to use this in-depth knowledge to contribute to new computer science research and lead the innovative integration of computer technologies in their organizations.

Specialization Courses - 18 credit hours

Select six courses from the following:

- TIM-8101 - Principles of Computer Science
  -OR-
- TIM-8110 - Programming Languages & Algorithms
- TIM-8121 - Distributed Algorithms and Parallel Computing
- TIM-8130 - Data Curation
- TIM-8140 - Software Engineering
- TIM-8150 - Artificial Intelligence
- TIM-8301 - Principles of Cybersecurity

Cybersecurity Specialization

As organizations are producing more and more data, the risks associated with possible data theft become even greater. Therefore, organizations must have leaders who know how to keep the data secure. Students in the Cybersecurity specialization will research the latest trends to stay ahead of would-be cyber attackers. Graduates will be well-prepared to anticipate and mitigate risks in managing and deploying data-intensive systems and to assume a variety of technology leadership roles in government, private organizations, and research institutions.

Specialization Courses - 18 credit hours

- TIM-8301 - Principles of Cybersecurity
- TIM-8310 - Cyber Forensics
- TIM-8320 - Contingency Planning & Incidents
- TIM-8330 - Advanced Risk Management
- TIM-8340 - Secure Software Development
- TIM-8350 - Cyber Critical Infrastructure, Threats, Terrorism, & Warfare

Data Science Specialization

Gathering and maintaining data is just one piece of effective use of data. Data Science is an emerging field that deals with making sense of the mountains of data organizations produce and turning them into actionable knowledge. The Data Science specialization prepares students to be leaders and researchers in this new and exciting field by studying the most up-to-date tools and emerging research in this area.

Specialization Courses - 18 credit hours

- TIM-8130 - Data Curation
- TIM-8440 - Knowledge Management
- TIM-8501 - Exploratory Data Analysis
- TIM-8510 - Data Visualization & Communication
- TIM-8520 - Inferential and Predictive Analytics
- TIM-8530 - Big Data Integration

Engineering Management Specialization

This specialization is designed for leaders in all types of engineering and technology management fields. Students will research the latest tools and research involving assessing the potential of innovative ideas, protecting intellectual property, and bringing new ideas to fruition. Graduates will be able to use this knowledge to lead engineering and information systems initiatives and cutting-edge research in their organizations.

Specialization Courses - 18 credit hours

- TIM-8210 - Quality Management
- TIM-8220 - Engineering Law
- TIM-8501 - Exploratory Data Analysis
- TIM-8420 - Data Warehousing & Decision Support
- TIM-8430 - Systems Analysis & Design
- TIM-8601 - IT Project Management

Information Systems Specialization

This specialization is designed for scholars who want to research new ways for computers to work together to maintain, store, and process information. Students will research a variety of topics in information systems and will prepare for a range of information technology leadership and research roles. Graduates will be able to use this in-depth knowledge to lead the innovative integration of information technologies and information systems in their organizations.

Specialization Courses - 18 credit hours

- TIM-8301 - Principles of Cybersecurity
- TIM-8410 - Cloud Computing
- TIM-8420 - Data Warehousing & Decision Support
- TIM-8430 - Systems Analysis & Design
- TIM-8440 - Knowledge Management
- TIM-8601 - IT Project Management

IT Project Management Specialization

This specialization prepares students with the knowledge needed to contribute to innovation in the conception, planning, implementation, and deployment of a variety of information technology-related projects. Students will study research and theories in leadership, risk, and management of multiple projects. Graduates will be prepared to assume management and research roles in project management and information technology.

Specialization Courses - 18 credit hours

- TIM-8630 - Managing Risk in Project Management
- TIM-8210 - Quality Management
- TIM-8601 - IT Project Management
- TIM-8610 - Leadership in Project Management
- TIM-8620 - Project Management Systems & Technology
- TIM-8640 - Program & Portfolio Management

School of Arts, Letters, and Sciences

Department of Social & Psychological Sciences

Bachelor of Arts in Psychology, BA

Description of Program

The Bachelor of Arts in Psychology program is an undergraduate degree-completion program designed for students interested in obtaining a degree in psychology. The program offers a foundation in psychology that allows for the application of psychology to bachelor's level careers in industry, helping professions, government, and nonprofit agencies. The program also provides knowledge and skills that are a basis for further education in psychology and related fields.

Click here for potential career opportunities within the BAPSY.

Learning Outcomes

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

- Analyze theories and principles in psychology to inform professional contexts

- Apply research methods and data analysis techniques to draw conclusions about psychological phenomena
- Apply psychological principles and research to personal, social and organizational issues
- Articulate ethical principles of psychology in academic and professional matters
- Apply principles and theories of psychology to diverse groups
- Employ clear and effective communication for fellow professionals in the field of psychology and the public

Basis for Admissions

As of 3/1/2023 the Basis for Admissions Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

Admission to a Bachelor's degree program requires one of the following documents:

Documentation	
Official transcripts from a regionally or nationally accredited high school, high school level proficiency test, or have documented home school completion.	N/A
Unofficial Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.	If an unofficial is unable to be verified through NSC, an official Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution is required. Students that hold an non AA or AS degree will need to be evaluated in order to be approved.
A signed attestation of associate degree conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)*	N/A

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

Note: All undergraduate degree-seeking students must meet the General Education Requirements of 48 semester credits.

Note: To be considered for transfer credit, the courses must be completed at the associate and bachelor degree levels; remedial and developmental courses cannot be accepted as transfer credit. Courses must also be completed at a regionally or nationally accredited academic institution. For more information on transfer credit, please visit the Transfer Credit Policy.

Degree Requirements

The Bachelor of Psychology degree requires 120 semester credit hours.

- 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 must be met before the student will be issued their complimentary diploma

- Official documents must be on file demonstrating all requirements of basis for admissions have been met

The University may accept a maximum of 90 semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited or approved college or university with a grade of "C-" or better.

Credit Hour Requirements

The Bachelors of Psychology requires 120 semester credit hours for graduation which must be aligned with the following credit hour categories;

48 – Credit Hours from the General Education courses

12 – Credit Hours of General Education Extended Electives

33 – Credit Hours of Core Courses

12 – Credit Hours of Fastforward, Specialization courses, or Electives courses

12 – Credit Hours of upper Bachelor's Electives courses

3 – Credit Hours for Psychology Capstone Course

Total - 120 Credit Hours

Note: Students are required to satisfy the General Education course requirements and the upper Bachelor's Elective requirements before they may begin on the Bachelor of Arts in Psychology Core courses.

Time to Completion

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

Estimated time to completion for this program is 74 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program may be able to finish in as little as 31 months if transferring in 60 credits and finish in as little as 49 months if transferring in 24 credits.

Course Sequence

- General Education Courses as needed
- General Education Extended Elective Courses as needed
- PSY-2001 - Introductory Psychology *
- PSY-3101 - Abnormal Psychology
- PSY-3105 - Human Development
- PSY-3130 - Social Psychology
- PSY-3201 - Basic Research Methods in Psychology
- PSY-3305 - Introduction to Statistics in Psychology
- PSY-3401 - Ethical and Professional Issues
- PSY-3501 - Biological Psychology
- PSY-3505 - Culture and Psychology

- Elective Course 1
- PSY-4310 - Research Project
- Elective Course 2
- PSY-4501 - Cognition and Learning
- Elective Course 3
- PSY-4505 - Theories of Personality
- Elective Course 4
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- PSY-4950 - Psychology Capstone
  ***** If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY-2001- Introduction to Psychology.

General Education Requirement - 48 Credit Hours

General Education Requirement - 48 Credit Hours

The General Education sequence is comprised of 48 semester credit hours (16 courses) aligned with five general education areas of study. Students may fulfill the required 48 credit hours by either; transferring course credits from other accredited institutions, submitting evidence of ACE approved comparable coursework or by completing General Education courses.

General Education Requirements

As of July 6, 2020, the University requires students enrolled in its Bachelor degree programs to complete 48 semester credit hours of General Education Courses plus an additional 12 semester credit hours of either General Education Elective Courses (2000-level) or foundation courses based on program requirements.

Students must complete the 60 semester credits prior to beginning their studies in the program Core curriculum.

The table below outlines the required credits by subject:

Communication Arts	3
Mathematics	6
Science & Technology	3
Natural Science	3
Arts & Humanities	9
Social Sciences	6
English & Language Arts	6
Interdisciplinary Studies	12

General Education Electives/ Business Foundation Courses	12
Total General Education and Foundation Credits	**60**

General Education Courses

Communications (3 credit hours required)

- COM-1010 - Workplace Communication - 3 Credit Hours
- COM-2010 - Public Speaking - 3 Credit Hours
- COM-2020 - Conflict Management - 3 Credit Hours

Mathematics (6 credit hours required)

- MTH-1010 - Math Essentials - 3 Credit Hours
- MTH-2010 - Data in Context - 3 Credit Hours

Science & Technology (3 credit hours required)

- ITL-1010 - Information Literacy - 3 Credit Hours

Natural Science (3 credit hours required)

- BIO-1010 - Life Sciences - 3 Credit Hours
- SCI-2010 - Introductory Ecology - 3 Credit Hours
- SCI-2020 - Exploring Sustainability - 3 Credit Hours

Arts & Humanities (9 credit hours required)

- HUM-1010 - Human Diversity Through Art - 3 Credit Hours
- HUM-2010 - Philosophy - 3 Credit Hours
- HUM-2020 - Computational and Critical Thinking - 3 Credit Hours
- HUM-3010 - Applied Ethics - 3 Credit Hours

Social Sciences (6 credit hours required)

- PSY-2001 - Introductory Psychology - 3 Credit Hours
- SCI-1010 - Health and Well Being - 3 Credit Hours
- HIS-1010 - United States History - 3 Credit Hours
- SOC-2010 - Introduction to Sociology - 3 Credit Hours
- ECO-2020 - Interdependent Economies - 3 Credit Hours
- PSY-2010 - Human Lifespan Development - 3 Credit Hours
- SOC-3010 - Global Civics - 3 Credit Hours
- SOC-3020 - Social Justice - 3 Credit Hours

English & Language Arts (6 credit hours required)

- ENG-1010 - Introduction to Reading and Writing - 3 Credit Hours

- ENG-2010 - Research and Writing - 3 Credit Hours
- ENG-3010 - Professional and Technical Writing - 3 Credit Hours
- ENG-3020 - Creative Writing and Literature - 3 Credit Hours

Interdisciplinary Studies (12 credit hours required)

- Additional courses from the above categories

Total Required General Education: 48 Credit Hours

Note: If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY-2001- Introduction to Psychology prior to beginning the Psychology Core. PSY-2001 will count towards the General Education Extended Electives section.

General Education Extended Elective Requirement - 12 Credit Hours

Students may select General Education courses to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

Psychology Core Requirement - 33 Credit Hours

- PSY-3101 - Abnormal Psychology
- PSY-3105 - Human Development
- PSY-3130 - Social Psychology
- PSY-3201 - Basic Research Methods in Psychology
- PSY-3305 - Introduction to Statistics in Psychology
- PSY-3401 - Ethical and Professional Issues
- PSY-3501 - Biological Psychology
- PSY-3505 - Culture and Psychology
- PSY-4310 - Research Project
- PSY-4501 - Cognition and Learning
- PSY-4505 - Theories of Personality

Undergraduate Elective Requirement - 12 Credit Hours

Students may select any undergraduate course to fulfill this requirement, other than those stipulated in a specialization program of study. Your Academic and Finance Advisor can assist you in choosing courses applicable to your career goals.

Open Electives selected on the student's initial degree plan can be changed with a request to an Academic and Finance Advisor.

- PSY-4601 - Overview of Substance Abuse and Addiction
- PSY-4701 - Forensic Psychology
- PSY-4202 - Community Psychology: Prevention and Change
- PSY-4620 - Industrial Organizational Psychology
- PSY-4630 - Adult Aging
- PSY-4640 - Principles of Mental Health Counseling

Specialization Courses – 12 credit hours

The Bachelors in Psychology provides students the ability to complete 12 credit hours of non-core semester credits with a mixture of upper-level and lower-level psychology courses. Students will need to seek prior approval from the Dean of the School of Arts, Letters, and Sciences to use non-psychology courses or graduate-level courses.

- PSY-4650 - Critical Thinking and Personal Development
- PSY-4660 - Theories of Development
- PSY-4208 - Human Sexual Behavior
- PSY-4680 - Psychology and Health

Note

Recommended courses for the Bachelor of Arts in Psychology are listed above. Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. However, students are encouraged to choose their specialization courses based on personal and professional goals, and to work with their Academic and Finance Advisor to revise their degree plan.

Psychology Capstone Course - 3 Credit Hours

PSY-4950 is the last course students take within the BAPSY.

- PSY-4950 - Psychology Capstone

Bachelor of Arts in Psychology, MS Fastforward Track

Description of Program

The Bachelor of Arts in Psychology program is an undergraduate degree-completion program designed for students interested in obtaining a degree in psychology. The program offers a foundation in psychology that allows for the application of psychology to bachelor's level careers in industry, helping professions, government, and nonprofit agencies. The program also provides knowledge and skills that are a basis for further education in psychology and related fields.

Please be advised that the BA to Educational Psychology, MS Fastforward Track program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the BAPSY.

Learning Outcomes

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

- Analyze theories and principles in psychology to inform professional contexts
- Apply research methods and data analysis techniques to draw conclusions about psychological phenomena
- Apply psychological principles and research to personal, social and organizational issues
- Articulate ethical principles of psychology in academic and professional matters
- Apply principles and theories of psychology to diverse groups
- Employ clear and effective communication for fellow professionals in the field of psychology and the public

Basis for Admissions

As of 3/1/2023 the Basis for Admissions Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

Admission to a Bachelor's degree program requires one of the following documents:

Documentation	
Official transcripts from a regionally or nationally accredited high school, high school level proficiency test, or have documented home school completion.	N/A
Unofficial Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.	If an unofficial is unable to be verified through NSC, an official Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution is required. Students that hold an non AA or AS degree will need to be evaluated in order to be approved.
A signed attestation of associate degree conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)*	N/A

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

Note: All undergraduate degree-seeking students must meet the General Education Requirements of 48 semester credits.

Note: To be considered for transfer credit, the courses must be completed at the associate and bachelor degree levels; remedial and developmental courses cannot be accepted as transfer credit. Courses must also be completed at a regionally or nationally accredited academic institution. For more information on transfer credit, please visit the Transfer Credit Policy.

Degree Requirements

The Bachelor of Psychology degree requires 120 semester credit hours.

- 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 must be met before the student will be issued their complimentary diploma
- Official documents must be on file demonstrating all requirements of basis for admissions have been met

The University may accept a maximum of 90 semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited or approved college or university with a grade of "C-" or better.

Credit Hour Requirements

The Bachelors of Psychology requires 120 semester credit hours for graduation which must be aligned with the following credit hour categories;

48 – Credit Hours from the General Education courses

12 – Credit Hours of General Education Extended Electives

33 – Credit Hours of Core Courses

12 – Credit Hours of Fastforward, Specialization courses, or Electives courses

12 – Credit Hours of upper Bachelor's Electives courses

3 – Credit Hours for Psychology Capstone Course

Total - 120 credit hours

Note: Students are required to satisfy the General Education course requirements and the upper Bachelor's Elective requirements before they may begin on the Bachelor of Arts in Psychology Core courses.

Time to Completion

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

Estimated time to completion for this program is 74 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program may be able to finish in as little as 31 months if transferring in 60 credits and finish in as little as 49 months if transferring in 24 credits.

Course Sequence

- General Education Courses as needed
- General Education Extended Elective Courses as needed
- PSY-2001 - Introductory Psychology *
- PSY-3101 - Abnormal Psychology
- PSY-3105 - Human Development
- PSY-3130 - Social Psychology
- PSY-3201 - Basic Research Methods in Psychology
- PSY-3305 - Introduction to Statistics in Psychology
- PSY-3401 - Ethical and Professional Issues
- PSY-3501 - Biological Psychology
- PSY-3505 - Culture and Psychology
- Elective Course 1
- PSY-4310 - Research Project
- Elective Course 2
- PSY-4501 - Cognition and Learning
- Elective Course 3
- PSY-4505 - Theories of Personality
- Elective Course 4
- FastForward/Specialization Course 1

- FastForward/Specialization Course 2
- FastForward/Specialization Course 3
- FastForward/Specialization Course 4
- PSY-4950 - Psychology Capstone
  * If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY-2001- Introduction to Psychology.

General Education Requirement - 48 Credit Hours

The General Education sequence is comprised of 48 semester credit hours (16 courses) aligned with five general education areas of study. Students may fulfill the required 48 credit hours by either; transferring course credits from other accredited institutions, submitting evidence of ACE approved comparable coursework or by completing General Education courses.

General Education Requirements

As of July 6, 2020, the University requires students enrolled in its Bachelor degree programs to complete 48 semester credit hours of General Education Courses plus an additional 12 semester credit hours of either General Education Elective Courses (2000-level) or foundation courses based on program requirements.

Students must complete the 60 semester credits prior to beginning their studies in the program Core curriculum.

The table below outlines the required credits by subject:

Communication Arts	3
Mathematics	6
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Natural Science	3
Arts & Humanities	9
Social Sciences	6
English & Language Arts	6
Interdisciplinary Studies	12
General Education Electives/ Business Foundation Courses	12
Total General Education and Foundation Credits	**60**

General Education Courses

Communications (3 credit hours required)

- COM-1010 - Workplace Communication - 3 Credit Hours
- COM-2010 - Public Speaking - 3 Credit Hours
- COM-2020 - Conflict Management - 3 Credit Hours

Mathematics (6 credit hours required)

- MTH-1010 - Math Essentials - 3 Credit Hours
- MTH-2010 - Data in Context - 3 Credit Hours

Science & Technology (3 credit hours required)

- ITL-1010 - Information Literacy - 3 Credit Hours

Natural Science (3 credit hours required)

- BIO-1010 - Life Sciences - 3 Credit Hours
- SCI-2010 - Introductory Ecology - 3 Credit Hours
- SCI-2020 - Exploring Sustainability - 3 Credit Hours

Arts & Humanities (9 credit hours required)

- HUM-1010 - Human Diversity Through Art - 3 Credit Hours
- HUM-2010 - Philosophy - 3 Credit Hours
- HUM-2020 - Computational and Critical Thinking - 3 Credit Hours
- HUM-3010 - Applied Ethics - 3 Credit Hours

Social Sciences (6 credit hours required)

- PSY-2001 - Introductory Psychology - 3 Credit Hours
- SCI-1010 - Health and Well Being - 3 Credit Hours
- HIS-1010 - United States History - 3 Credit Hours
- SOC-2010 - Introduction to Sociology - 3 Credit Hours
- ECO-2020 - Interdependent Economies - 3 Credit Hours
- PSY-2010 - Human Lifespan Development - 3 Credit Hours
- SOC-3010 - Global Civics - 3 Credit Hours
- SOC-3020 - Social Justice - 3 Credit Hours

English & Language Arts (6 credit hours required)

- ENG-1010 - Introduction to Reading and Writing - 3 Credit Hours
- ENG-2010 - Research and Writing - 3 Credit Hours
- ENG-3010 - Professional and Technical Writing - 3 Credit Hours
- ENG-3020 - Creative Writing and Literature - 3 Credit Hours

Interdisciplinary Studies (12 credit hours required)

- Additional courses from the above categories

Total Required General Education: 48 Credit Hours

Note: If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY-2001- Introduction to Psychology prior to beginning the Psychology Core. PSY-2001 will count towards the General Education Extended Electives section.

General Education Extended Electives Requirement - 12 Credit Hours

Students may select General Education courses to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

Psychology Core Requirement - 33 Credit Hours

- PSY-3101 - Abnormal Psychology
- PSY-3105 - Human Development
- PSY-3130 - Social Psychology
- PSY-3201 - Basic Research Methods in Psychology
- PSY-3305 - Introduction to Statistics in Psychology
- PSY-3401 - Ethical and Professional Issues
- PSY-3501 - Biological Psychology
- PSY-3505 - Culture and Psychology
- PSY-4310 - Research Project
- PSY-4501 - Cognition and Learning
- PSY-4505 - Theories of Personality

Undergraduate Elective Requirement - 12 Credit Hours

Students may select any undergraduate course to fulfill this requirement, other than those stipulated in a specialization program of study. Your Academic and Finance Advisor can assist you in choosing courses applicable to your career goals.

Open Electives selected on the student's initial degree plan can be changed with a request to an Academic and Finance Advisor.

- PSY-4601 - Overview of Substance Abuse and Addiction
- PSY-4701 - Forensic Psychology
- PSY-4202 - Community Psychology: Prevention and Change
- PSY-4620 - Industrial Organizational Psychology
- PSY-4630 - Adult Aging
- PSY-4640 - Principles of Mental Health Counseling
- PSY-4650 - Critical Thinking and Personal Development
- PSY-4660 - Theories of Development
- PSY-4208 - Human Sexual Behavior
- PSY-4680 - Psychology and Health

FastForward Track

The BAPSY program provides an opportunity to substitute specific courses in the required course sequence with master's level courses. Opting to complete the master's level course substitutions provides a Fast Forward Track to a Master of Arts in Psychology program or a Master of Arts in Marriage and Family Therapy program if students decide to pursue a graduate degree.

Enrollment in the BAPSY program and completion of the FastForward Track course substitutions does not guarantee admission into a graduate program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific master's programs.

Master's level coursework completed in the BAPSY program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Master's degree program, and be within 5 years from the time they complete the course to transfer it into the master's degree.

Psychology Capstone Course - 3 Credit Hours

PSY-4950 is the last course students take within the BAPSY.

- PSY-4950 - Psychology Capstone

BAPSY to Master of Science in Applied Behavior Analysis (MSABA) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MS - Applied Behavior Analysis FastForward Track course substitutions. In total, students complete 12 credits of the MSABA core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- ABA-6901 - Foundations for Graduate Study in Applied Behavior Analysis
- ABA-6902 - Professional Ethics for Behavior Analysts
- ABA-6903 - Concepts and Principles of Applied Behavior Analysis
- ABA-6904 - Philosophical Underpinnings of Applied Behavior Analysis

BAPSY to Master of Science in Child and Adolescent Development Psychology (MSPSYCAD) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYCAD FastForward Track course substitutions. In total, students complete 12 credits of the MSPSYCAD core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- PSY-5701 - Foundations of Child and Adolescent Developmental Psychology
- PSY-5702 - Pre-Natal and Early Childhood Development
- PSY-5703 - Child and Adolescent Development
- PSY-5107 - Research Design

BAPSY to Master of Science in Educational Psychology (MSPSYED) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYED FastForward Track course substitutions. In total, students complete 12 credits of the MSPSYED core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- PSY-6801 - Foundations of Educational Psychology
- PSY-5703 - Child and Adolescent Development
- PSY-6802 - Educational Psychology for Diverse Populations
- PSY-5107 - Research Design

BAPSY to Master of Science in Forensic Psychology (MSPSYFS) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYFS FastForward Track course substitutions. In total, students complete 12 credits of the MSPSYFS core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- PSY-5501 - Principles of Forensic Psychology
- PSY-6516 - Fundamentals of Risk and Threat Assessment
- PSY-5114 - Policy and Justice in Forensic Psychology
- PSY-5112 - Theories of Criminal Behavior

BAPSY to Master of Science in Health Psychology (MSPSYHL) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYHL FastForward Track course substitutions. In total, students complete 12 credits of the MSPSYHL core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- PSY-5301 - Foundations in Health Psychology
- PSY-5302 - Stress and Coping
- PSY-5303 - Behavioral Nutrition
- PSY-5107 - Research Design

BAPSY to Master of Science in Industrial and Organizational Psychology (MSPSYIO) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MSPSYIO FastForward Track course substitutions. In total, students complete 12 credits of the MSPSYIO core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- PSY-5401 - Foundations in I/O Psychology
- PSY-5402 - Organizational Development
- PSY-5403 - Personnel Selection and Recruitments
- PSY-5107 - Research Design

BAPSY to Master of Arts in Marriage and Family Therapy (MAMFT) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MAMFT FastForward Track course substitutions. In total, students complete 12 credits of the MAMFT core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy

- MFT-6101 - Human Development and Family Dynamics Across the Lifespan
- MFT-6103 - Cultural Diversity, Gender, and Family Development
- MFT-6106 - Families in Crisis

BAPSY to Master of Arts in Psychology (MAPSY) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MAPSY FastForward Track course substitutions. In total, students complete 12 credits of the MAPSY core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- PSY-5101 - Foundations for Graduate Study in Psychology
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5104 - Theories of Human Development and Functioning
- PSY-5107 - Research Design

BAPSY to Master of Science in Sport Psychology (MAPSYSP) FastForward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MS- Sport Psychology FastForward Track course substitutions. In total, students complete 12 credits of the MSPSYSP core sequence to satisfy specified courses from the required category in the BAPSY.

Specialization Courses – 12 credit hours

- PSY-6904 - Foundations of Sport Psychology
- PSY-6905 - Professional Ethics in Sport Psychology
- PSY-6909 - Applied Sport Psychology
- PSY-6910 - Counseling Skills for Sport Psychology

College of Law and Public Service

JFK School of Law at National University

Juris Doctor

Note

For more information about the Juris Doctor program, please click to view the Juris Doctor Catalog and Handbook.

School of Public Service

Master of Law and Business, MLB

Description of Program

The fully online, asynchronous Master of Law and Business is designed for non-lawyers seeking practical knowledge of the law to achieve their goals in business and other industries where legal knowledge is an asset. Course work includes the foundational concepts of civil litigation, legal research, document drafting, and ethical conduct, and examines the interaction and use of law in interrelated professional environments. All students are required to complete a Capstone course to demonstrate knowledge mastery.

Master of Law and Business students will choose from 4 specializations that allow them to concentrate in a particular area of interest: Healthcare Law, Compliance, and Ethics; Employment Law and Labor Relations; Cross-Cultural Perspectives; and Privacy and Compliance.

Click here for potential career opportunities within the MLB.

Learning Outcomes

- Examine the structure and operation of the U.S. legal system
- Demonstrate ethical, professional communication within legal and/or business fields
- Transform legal research into a well-crafted written document
- Explore the function of distinct civil actions within the U.S. court system
- Evaluate contract formation principles through critical thinking and problem-solving behaviors
- Synthesize legal and/or business theories to support sustainable real-world objectives

Basis for Admissions

Admission to the Master of Law and Business program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution or from an international institution determined to be equivalent through an approved evaluation. A written Statement of Purpose is also required and will be reviewed by the program director. GRE, GMAT, or LSAT scores are not required.

Degree Requirements

The Master of Law and Business (MLB) requires 30 credit hours for degree completion. The MLB program includes 18 credit hours of foundational courses. The foundational courses are taken by all students to instill and fortify fundamental law and business concepts. The following 9 credit hours in the MLB program concentrate on the specialization which corresponds to the student's goals and interests. Students complete the program with a 3 credit hour Capstone course.

Students assume full responsibility for understanding the foundational, specialization, and capstone requirements of the MLB 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. Academic and Finance Advisors can assist students with any questions related to program requirements.

The University may accept a maximum of 9 semester credits in transfer toward the MLB for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must substantially mirror courses in the MLB program. The Dean's office must approve courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted, if any. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Course Sequence

The Master of Law and Business program can be completed in 30 credits.

Students who complete at least 9 semester credit hours in a single area of specialization in the MLB program at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

The Master of Law and Business program requires the foundation courses to be completed prior to enrolling in specialization courses. Foundation courses must be taken in the listed sequence. MLB-5000 will be completed as the first course in the degree program and the program capstone will be completed as the last course in the degree program.

- MLB-5000 - Introduction to U.S. Law and Legal Systems
- MLB-5010 - Legal Research, Writing, and Analysis
- MLB-5020 - Ethics and Professional Conduct
- MLB-5030 - Civil Procedure and Litigation
- MLB-5040 - Contract Law: Analysis and Drafting
- MLB-5050 - Strategic Professional Communication
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MLB-6000 - MLB Capstone

Cross-Cultural Perspectives Specialization

The Cross-Cultural Perspectives Specialization is intended to increase awareness in multicultural interactions by focusing on diversity challenges in global organizations, understanding immigration law and policies, and bridging the linguistic communication gap. During the program, students engage in situational problem-solving and analyze the evolving complexities in this dynamic multi-faceted field. By the program conclusion graduates will be equipped with the tools to effectively communicate with people of different backgrounds, to comprehend the intricacies and purpose of applicable law, and to engage in effective strategies and best practices across cultural divides.

Specialization Courses - 9 credit hours

- MLB-5300 - Spanish for Professionals in Law and Business
- MLB-5310 - Immigration Law
- GBM-5001 - Global Leadership and Change

Employment Law and Labor Relations Specialization

The Employment Law and Labor Relations Specialization is intended to immerse students in the dynamics of human interaction focused on labor and employment laws, regulations that govern human resources, and relationships within organizations. During the program, students engage in situational problem-solving and analyze the evolving complexities in this multi-faceted field. By the program conclusion graduates will be equipped with the tools to navigate the applicable law and understand the regulatory frameworks within the industries, and to strategically work toward implementation of effective strategies and best practices.

Specialization Courses - 9 credit hours

- MLB-5200 - Law and Organizational Management

- HRM-5003 - Labor Relations
- HRM-5008 - Legal Issues in Human Resources Management

Health Care Law, Compliance, and Ethics Specialization

The Healthcare Law, Compliance, and Ethics Specialization is intended to immerse students in the relevant healthcare-related laws, regulations, ethics, and compliance policies which exist across multiple industries. During the program, students engage in situational problem-solving and analyze the evolving complexities in this dynamic multi-faceted field. By the program conclusion graduates will be equipped with the tools to interpret and evaluate regulatory, compliance, and ethical issues in the field, and to work toward implementation of effective strategies and best practices.

Specialization Courses - 9 credit hours

- MLB-5100 - Healthcare Legal Compliance
- MHA-5004 - Health Policy & Analysis
- MHA-5010 - Health Law and Ethics

Privacy and Compliance Specialization

The Privacy and Compliance Specialization is intended to empower students with the ability to navigate the complex landscape of privacy requirements, deconstruct different compliance frameworks and laws, and recognize, secure, and defend intellectual property rights. During the program, students engage in situational problem-solving and analyze the evolving complexities in this dynamic multi-faceted field. By the program conclusion graduates will be equipped with the tools to assess the effectiveness of privacy portfolios, compliance programs, and intellectual property laws, and to engage in effective strategies and best practices.

Specialization Courses - 9 credit hours

- MLB-5400 - Intellectual Property
- PAC-5010 - Privacy Law and Data Protection
- PAC-5020 - Internal and External Compliance

Master of Public Administration, MPA

Description of Program

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

Click here for potential career opportunities within the MPA.

Learning Outcomes

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

Basis for Admissions

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

Degree Requirements

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

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Public Administration for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Note: Students with a conferred BBA degree from the University who complete graduate-level coursework with a grade of "B" or better to satisfy required undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MPA program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion

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

The median time to completion for this program is 27 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 19 months.

Course Sequence

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

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

- PUB-5018 - Survey of Research Methods
- PUB-6010 - Capstone Seminar

Criminal Justice Specialization

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

Specialization Courses - 9 credit hours

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

Financial Management Specialization

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

Specialization Courses - 9 credit hours

- FIN-5012 - Corporate Finance
- FIN-5013 - Investment Management
- FIN-5014 - Financial Institutions

Global Business Management Specialization

This specialization covers the essential elements required to understand and manage global organizations. Individuals interested in global management positions and/or teaching in post-secondary institutions of higher education would benefit from this program. The specialization focuses on topics such as global leadership issues and characteristics, trends and strategies in global business strategic management, and the challenges of positioning global brands and pricing approaches.

Specialization Courses – 9 credit hours

- GBM-5001 - Global Leadership and Change
- GBM-5002 - Global Business Strategic Management
- GBM-5003 - Global Marketing Management

Health Services Specialization

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

Specialization Courses - 9 credit hours

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

Homeland Security Specialization

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

Specialization Courses - 9 credit hours

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

Human Resources Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resources.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

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

Inclusive Leadership Specialization

This specialization will equip you with the insights, knowledge, and skills to go beyond traditional leadership and will prepare you to be a leader who can empower, energize, and inspire individuals, and unify diverse employees. You will become an agent of change who has the enhanced skills to lead an organization while being a champion and advocate for diversity, equity, inclusion, and social and economic justice. After completing this program, you will be able to make decisions that help to advance a unified and collaborative global workforce that functions effectively and efficiently, optimizing the organization's effectiveness.

Specialization Courses - 9 credit hours

- INL-5000 - Developing Competencies for Global Inclusive Leadership
- INL-5010 - Leveraging Global Diversity for Results
- INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability

Information Technology Specialization

Technology can be intimidating—yet beneficial—for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. The Information Technology Specialization helps prepare professionals to be champions of positive change through new ideas and new technologies.

Specialization Courses – 9 credit hours

- TIM-5000 - Principles of Information Technology for the IT Professional
- TIM-5025 - Networks, Clouds and Mobile Computing
- TIM-5040 - Systems and Architectures for IT Professionals

Management of Virtual Organizations Specialization

This specialization focuses on acquiring knowledge and skills to support the management of virtual organizations. Students focus on a wide range of topics relevant to the manager overseeing virtual organizations. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as virtual leadership, building trust in virtual teams, and legal and other implications that may arise in virtual organizations.

Specialization Courses – 9 credit hours

- MVO-5001 - Virtual Leadership & Team Management
- MVO-5002 - Building Virtual Teams & Trust
- MVO-5003 - Legal & Other Implications in a Virtual Organization

Nonprofit Management Specialization

In this specialization, students learn the fundamental principles of nonprofit management by exploring the roles and responsibilities of the management team and their efforts to maximize fundraising opportunities and maintain healthy budgets. Other areas that are covered include revenue generation, legal foundations, recruitment and management of volunteers, and promotion and marketing. Contemporary topics including diversity and ethics are also examined.

Specialization Courses - 9 credit hours

- MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories
- MSOL-5802 - Nonprofit Strategic Management and Leadership
- MSOL-5803 - Philanthropy and Fundraising in Nonprofits

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The graduate specialization provides curriculum for students aspiring to take on project management responsibilities. This specialization focuses on risk management, procurement, monitoring, and multi-project management.

Specialization Courses - 9 credit hours

Select 3 courses from the following:

- PM-6000 - Project Procurement Management
- PM-6004 - Project Risk Management
- PM-6008 - Project Monitoring and Control
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Business program, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses with the exception of the School of Business and Economics doctoral level elective course). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

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

Basis for Admissions

Admission to the Post-Master's Certificate program requires a completed master's level or higher degree from a regionally or nationally accredited institution or university.

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to the University's Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 14 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 10 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program.

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Criminal Justice Specialization

The Criminal Justice Post-Master's Certificate connects ethical, managerial, and theoretical decision making with strategic planning and public policy within local, State, Federal, and multinational criminal justice agencies, departments, and organizations. This Post-Master's Certificate specialization is intended to encourage students to focus on developing competencies across a wide spectrum of criminal justice subjects and issues required for career advancement in law enforcement, the courts, corrections, and criminal investigation.

Required Courses – 18 credit hours

- CJ-7011 - Ethics and Criminal Justice
- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- CJ-7104 - Strategic Planning and Implementation in Criminal Justice
- CJ-7105 - Public Policy and Criminal Justice
- School of Business and Economics Doctoral Level Elective

Doctoral Level Elective

The Post-Master's Certificate allows students to select one course from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 3 credit hours at the doctoral level (7000 or 8000) offered from the School of Business and Economics.

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 positions of executive leadership in the general field of homeland security. Curriculum covers terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues. The program also provides senior-level homeland security professionals the opportunity to apply theory and emerging concepts to real world issues through innovative approaches to complex problems.

Required Courses – 18 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7010 - Transportation Security
- HS-7013 - Intelligence and Law Enforcement
- HS-7014 - Strategy, Resiliency, and Coping with Fear
- School of Business and Economics Doctoral Level Elective

Doctoral Level Elective

The Post-Master's Certificate allows students to select one course from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 3 credit hours at the doctoral level (7000 or 8000) offered from the School of Business and Economics.

Doctor of Criminal Justice, DCJ

Description of Program

The Doctor of Criminal Justice (DCJ) explores the multicultural network connecting distinct legal traditions and codes in a global setting. The University's DCJ is designed to prepare scholar/practitioners to actively and effectively engage all facets of the criminal justice system so they can contribute to the critical tasks of leading and managing programs aimed at administering equitable justice to all persons. The program will prepare students to effectively collaborate, plan, organize, budget and carry out large scale operations designed to ensure safety of citizens, communities and the United States. In addition, students will also be well trained to carry out research involving the application and analysis to address issues of professional practice.

The DCJ is designed to prepare students to effectively collaborate, plan, organize, budget and carry out large scale operations designed to ensure safety of citizens, communities and the United States. In addition to the application of justice, our students will also be well trained to carry out research involving the application and analysis to address issues of professional practice.

Click here for potential career opportunities within the DCJ.

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

Learning Outcomes

- Develop policies and budgets to support effective administration of criminal justice agencies
- Evaluate risks and opportunities in criminal justice agencies based on legal, professional, and ethical expectations
- Integrate management and leadership theories into criminal justice practice
- Generate independent research to address issues in criminal justice and inform professional practice

Basis for Admissions

Admission to the Doctor of Criminal Justice program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a nationally or regionally accredited academic institution.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 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 DCJ degree programs have the following graduation requirements:

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation

completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research

- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 36 months.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- CJ-7011 - Ethics and Criminal Justice
- PUB-7005 - Public Budgeting and Finance
- PUB-7017 - Public Personnel Administration
- CJ-7104 - Strategic Planning and Implementation in Criminal Justice
- Specialization Course 1
- Specialization Course 2

- Specialization Course 3
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9601CJ - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Homeland Security Specialization

Specialization prepares the next generation of leaders within the areas of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for senior level positions in the field of homeland security. This specialization focuses on exploring advanced concepts and methods, and applying theory and emerging concepts in terrorism/intelligence through innovative approaches to complex problems. This specialization also assists in providing our doctoral graduates with the knowledge to more effectively respond to a wide array of issues, challenges and threats that our nation may face and that the student may face as a leader within the homeland security enterprise.

Specialization Courses - 9 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7013 - Intelligence and Law Enforcement

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This specialization has broad appeal among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Policing Specialization

This specialization provides students with a broad academic exposure to effective police tactics and techniques, public policy issues, and leadership theories. The specialization is keenly suited for students interested in advancing their careers law enforcement, private security, and public safety. Students will examine current police issues within today's multicultural and digital environment.

Specialization Courses - 9 credit hours

- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- OLB-7008 - Executive Leadership
- CJ-7105 - Public Policy and Criminal Justice

Public Administration Specialization

In this specialization, students engage in the application of theoretical knowledge to the practice of public administration. Course content centers on public management and policy, public budgeting, and public/government relations. The purpose of this specialization is to aid students in refining the skills necessary to excel in public sector administration at the local, state, and federal levels. Whether interested in practice or academia, professionals across all public sector organizations, including military personnel, along with those in related fields such as nonprofit management or administration will benefit from this specialization.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7008 - Principles of Organization and Management
- PUB-7019 - Public Policy Administration

Doctor of Public Administration, DPA

Description of Program

The Doctor of Public Administration (DPA) program is a 54-credit program designed for mid and senior managers to enhance their knowledge and build competencies appropriate to a leadership role in public administration. This curriculum offers a solid grounding in applied research with a wide range of public management and policy topics. The degree program is intended to engage students in their application of theoretical knowledge to advance the practice of public administration. Students will review literature and apply research methods for practical application. The curriculum lays the foundation for students to evaluate theories and practice models in the field as well as contribute to the current body of public administration knowledge.

Click here for potential career opportunities within the DPA.

Learning Outcomes

- Evaluate current problems and ethical issues in public organizations
- Formulate domestic and global solutions to public service and policy issues
- Create practical strategies for public organizations from evidence-based research
- Contribute to the applied literature within the field of public administration

Basis for Admissions

Admission to the Doctor of Public Administration program requires a conferred master's degree and/or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The DPA degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the DPA Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD in MFT, DMFT, DNP, and DHA). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD MFT, DMFT, DNP, and DHA);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 12 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required in-person 3-day intensive - student responsible for travel and expenses)
- CMP-9XXX - School based Prospectus course
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 41 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students

must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7020 - Public Management Theory
- PUB-7005 - Public Budgeting and Finance
- PUB-7008 - Principles of Organization and Management
- PUB-7022 - Executive Leadership in Public Administration
- PUB-7021 - Strategic Management in the Public Sector
- PUB-7017 - Public Personnel Administration
- PUB-7019 - Public Policy Administration
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design & Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9601PA - Pre-Candidacy Prospectus
- DIS-9901A - Components of the Dissertation
- DIS-9902A - The Dissertation Proposal
- DIS-9903A - Institutional Review Board (IRB) and Data Collection
- DIS-9904A - The Dissertation Manuscript and Defense

Courses

The University course codes include a course prefix and number. The course prefix identifies the content area of a course and the number identifies the course-level (e.g., Undergraduate, Master's. etc.). Courses in this catalog section are list by School and content area in numerical order.

Example: *The course prefix "ACC" indicates Accounting content*

Course Numbering

Course numbering used at the University are as follows:

Undergraduate	1000 to 4999
Master's	5000 to 6999; 5000-8 to 6999-8

Doctoral and Advance Studies Certificates	7000 to 8999; 7000-8 to 8999-8
Doctoral Sequence Courses	9000 to 9799; 9901A-D to 9914A-D

Course Length

Course length varies by course and program. Please refer to the course listing in this catalog to determine the length of a specific course.

Course Descriptions

Accounting

ACC-7000 - Advanced Managerial Accounting

Semester Credits: 3 **Weeks:** 8
This course focuses on formulating, evaluating, and interpreting accounting information for managerial decision making. Managerial accountants (MAs) are organizational members who support managers and leaders by providing information on costs, budgets, and projections needed to make business decisions. During this course, you will identify and evaluate current developments affecting the field of managerial accounting. Driven by business activities, emerging trends, and reporting standards, MAs must adapt practices and processes to be able to provide leaders and managers accurate cost information to compete effectively within industries and markets.

ACC-7010 - Advanced Accounting and Fraud Examination Techniques

Semester Credits: 3 **Weeks:** 8
Students in this course will examine the nature of fraud in a business setting. Topics explored include prevention, detection and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.

ACC-7015 - Advanced Forensic Accounting Theory and Practice

Semester Credits: 3 **Weeks:** 8
This course reviews the role of the forensic accountant in investigations and audits. Topics covered are the legal environment, Sarbanes-Oxley Act Of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement analysis, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices.

ACC-7030 - Advanced Auditing Methods and Practice

Semester Credits: 3 **Weeks:** 8
Students in this course will examine auditing theory and the application of auditing standards and methods in practice settings.

These include auditing and assurance services, audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.

ACC-7035 - Advanced Accounting Theory and Policy

Semester Credits: 3 **Weeks:** 8
This course focuses on the evaluation and analysis of accounting pronouncements, concepts, and standards and how these elements affect decision making. The relationship between standard-setting processes, global economics, and politics and broadly explored. The scope of this course merges aspects of financial accounting, managerial accounting, auditing, theory, and policy to create a framework that is applicable to the complex issues in the field of accountancy.

Applied Behavioral Analysis

ABA-6901 - Foundations for Graduate Study in Applied Behavior Analysis

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in Applied Behavior Analysis. You will have an opportunity to review behavior analytic theories, ethical codes, and history of the field, including the emergence of diversity in the field of applied behavior analysis. In addition, graduate level skills, such as academic integrity, effective use of the University Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication will be introduced. You will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

ABA-6902 - Professional Ethics for Behavior Analysts

Semester Credits: 3 **Weeks:** 8
In this course you will apply ethical and professional standards and concerns to the practical application of behavior analysis. You will analyze case studies to identify examples of ethical violations, identify resolutions of ethical violations, conduct a risk-benefit analysis, apply components of effective evidence-based supervision, and explain ethical guidelines (e.g., voluntary participation, informed consent, and confidentiality) for behavior analytic research. You will be able to identify socially significant outcomes for the person or persons involved using behavior change procedures. You will review identify, analyze and evaluate current research in order to determine best practices for addressing specific behavioral issues.

ABA-6903 - Concepts and Principles of Applied Behavior Analysis

Semester Credits: 3 **Weeks:** 12
In this course, you will learn the basic concepts and principles of Applied Behavior Analysis. Content includes the identification and application of behaviors, stimulus control and relations, positive and negative reinforcement and punishment, antecedent-behavior-consequence (3-term contingency) and motivating operations. Successful performance of the tasks on the BACB's Task List requires the foundational knowledge presented in this course for all BCBA candidates. Many concepts in the course will be examined, in greater detail, in subsequent courses in the University's Masters of Science in Applied Behavior Analysis.

ABA-6904 - Philosophical Underpinnings of Applied Behavior Analysis

Semester Credits: 3 **Weeks:** 12
In this course, you will learn foundational and historical concepts of applied behavior analysis and their evolution. You will connect the work of historical contributors to the field, such as BF Skinner, to modern day practices. You will learn the assumptions of science (e.g., determinism, empiricism, experimentation, replication, parsimony, and philosophical doubt). Successful performance of the tasks on the BACB 5th Edition Task List requires the foundational knowledge presented in this course, for all BCBA candidates. Many concepts in the course will be examined in greater detail, in subsequent courses in the University's MA of Science in Applied Behavior Analysis.

Athletic Coaching

AC-5000 - Leadership in Coaching Today's Athlete

Semester Credits: 3 **Weeks:** 8
Coaches face a wide array of tough decisions and need effective leadership and management skills to plot a successful course for their schools. In this course, students will investigate the methods, principles, and decision-making responsibilities of a coach. Through readings, interactive discussions, and independent activities, students will have the opportunity to equip themselves with skills in leadership, management, communication, and curriculum development, and they will apply these skills by taking on the role of a head coach and tackling some of the problems involved in coaching student athletes in today's society.

AC-5002 - Legal Aspects in Coaching

Semester Credits: 3 **Weeks:** 8
This course will help you to develop an understanding of how law and legal precedence is applied within interscholastic sport settings. While you are likely to work in an organization with its own legal counsel, you also need to develop awareness of the legal obligations and implications of your role. In this course, you will analyze specific athletic dilemmas based on common situations and current events.

AC-5006 - Sport Nutrition

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the principles, background, and rationale for current nutritional guidelines for athletes. Using a physiological basis, students will explore the science behind sport nutrition. Students will also develop a practical, comprehensive understanding as it relates to sport and the influence of nutrition on exercise performance, training, and recovery.

AC-5008 - Coaching Psychology

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the principles, responsibilities, and issues involved with the coaching and motivating the student athlete. Students will gain knowledge of the fields of Positive Psychology and Sport Psychology. Students will develop their knowledge on strengthening a student athlete's daily performance and team achievement in athletics.

AC-5010 - Performance Enhancement in Sport

Semester Credits: 3 **Weeks:** 8
In this course, students will be introduced to the exercise programming strategies of the National Strength and Conditioning Association. Students will be shown how a systematic approach to exercise program design uniquely blends the science of acute variables with the concepts of flexibility, cardio respiratory, core, balance, reactive, speed, agility and quickness and resistance training to develop safe and effective exercise programs for athletes in various sports.

AC-5012 - Coaching Fundamentals of Speed Development

Semester Credits: 3 **Weeks:** 8
In this course, students will examine the trend of athletic performance with an emphasis on speed training. Students will be exposed to all aspects of speed training including the latest research on the topic. Special emphasis will be placed on speed and power training for the athlete.

AC-5014 - Coaching Theory, Methods, and Issues

Semester Credits: 3 **Weeks:** 8
In this course, students focus on the components of successful coaching. Topics include: personal objectives, coaching styles, roles of head coach, training rules and practice, current coaching methods, drug/alcohol and domestic violence policies for student athletes, stress and burnout, and coaching philosophy.

BAPSY Courses

PSY-3101 - Abnormal Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will develop an understanding of the origins of maladaptive behaviors and their related problems. You will explore the key theories, concepts, and research findings related to abnormal psychology, and have the opportunity to apply the study of abnormal psychology to everyday life. You will examine factors that contribute to the development of mental disorders and different courses of treatment for those disorders. Finally, you will develop an understanding of how abnormality is defined and understood in various cultures.

PSY-3105 - Human Development

Semester Credits: 3 **Weeks:** 8
This course explores the physical, cognitive, social-emotional development of individuals across the life span. You will be introduced to the basic theories of human development and how maturation, genetics, and the environment influence development throughout the lifespan.

PSY-3130 - Social Psychology

Semester Credits: 3 **Weeks:** 8
This course provides a general overview of social psychology with a 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. Additional topics including prejudice and conformity will be examined through the lens of social psychology theory and research. You will have a chance to reflect on the everyday application of social psychology and to learn more about themselves, and their world.

PSY-3201 - Basic Research Methods in Psychology

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to the research design and methods in the behavioral sciences. The content focuses on fundamental research concepts including scientific methods, internal and external validity, reliability, experimental and quasi-experimental designs as well as how creativity and critical thinking can lead to new findings through a systematic research process. Research ethics also will be addressed. The course will also prepare you for more advanced research courses to follow at the graduate level.

PSY-3305 - Introduction to Statistics in Psychology

Semester Credits: 3 **Weeks:** 8
This course will acquaint you with basic mathematical and statistical concepts used in psychological research. You will study descriptive and inferential statistical techniques that are often encountered in behavioral research. The course will provide you exposure to many basic quantitative areas of data analysis in psychology, and make connections to other applications in life.

PSY-3401 - Ethical and Professional Issues

Semester Credits: 3 **Weeks:** 8
This is an introductory course in ethics, which is designed to provide a general overview of psychology and related fields. This course will prepare you for more advanced coursework in the areas of ethics and law in the helping professions.

PSY-3501 - Biological Psychology

Semester Credits: 3 **Weeks:** 8
The focus of this course is on the brain-behavior relationship as viewed through the lens of psychologists. The course introduces you to the various methodologies biopsychologists use to examine the bidirectional influence between the brain and behavior. In addition, you will learn about the structural components of the brain and how they contribute to mood, addiction, memory, and our ability to make sense of the physical world.

PSY-3505 - Culture and Psychology

Semester Credits: 3 **Weeks:** 8
This course explores the impact of culture on mental health and physical health as well as ways in which inequality impacts various groups. The course will cover specific theories of cultural identity development and ways to conceptualize power and privilege. You will consider personal identity, power, and privilege and will additionally apply your knowledge to specific cultural groups.

PSY-4202 - Community Psychology: Prevention and Change

Semester Credits: 3 **Weeks:** 8
This course is intended to introduce students to the concepts, values, and practices of Community Psychology. Topics that will be covered include the history of community psychology, stress and social support, social intervention, primary prevention and health promotion, citizen empowerment, and community diversity. This course also will assist students in identifying traditionally underserved populations and their needs.

PSY-4208 - Human Sexual Behavior

Semester Credits: 3 **Weeks:** 8
Students in this course will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, conception, pregnancy, and childbirth, sexuality and the life cycle, attraction, intimacy, and love, sexuality education, and legal issues related to sexuality.

PSY-4310 - Research Project

Semester Credits: 3 **Weeks:** 8
In this course, you will articulate an individual research project under the direction of a faculty member. You will choose a topic that addresses the application of psychological theory to local, state, or global issues. Information literacy, scholarly search skills, and the completion of a research proposal will also be a focus of the course.

PSY-4501 - Cognition and Learning

Semester Credits: 3 **Weeks:** 8
This course examines how people acquire new behaviors, along with exploring the important roles that cognition, development, interpersonal relationships and culture play in learning. Current and historically significant theories of learning and cognitive development are explored, and the ethical ramifications of various theories are considered. As change is inevitable throughout the lifespan, you will examine the predictable changes in how people think and learn in different periods of life.

PSY-4505 - Theories of Personality

Semester Credits: 3 **Weeks:** 8
Understanding personality provides a guide for understanding our own behavior and the behavior of others. This course provides an overview of the internal process of developing consistent behavior patterns including interpersonal interactions. You will explore proposed explanations for the individual differences in people that have been developed during the prior and current centuries through a review of the well-known theories and theorists.

PSY-4601 - Overview of Substance Abuse and Addiction

Semester Credits: 3 **Weeks:** 8

This course explores various topics in the study of substance abuse and addiction. You will learn about the physical, emotional, psychological, and cultural effects 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.
There are few people who are untouched by the effects of substance use, abuse, and addiction. These issues impact the individual who is using or abusing the substances, their unborn children in utero, their friends and families, their school or work, and every facet of society at large. Substance use and addiction affect political leaders, clergy, doctors, lawyers, movie stars, and athletes. There are many stories of promising careers cut short by these problems. Even more tragically, there are countless people of all ages, races, genders, and socio-economic statuses who die as a result of overdoses or drug or alcohol-related incidents every year. The monetary costs of substance abuse and addiction are measured in billions of dollars annually.

During this course, you will explore the impact of addiction from the physiological level of the individual using the substance all the way to the societal impact and cost of substance use and addiction. You will learn about some of the substances, both legal and illegal, that are the focus of use, abuse, and addiction. In this course, you will also look at the efforts to prevent substance abuse and addiction and how successful these efforts are from an empirical perspective. Since prevention is never completely successful, you will also familiarize yourself with the various treatment approaches to substance abuse and addiction from peer-mediated efforts to evidenced-based professional treatment programs.

PSY-4620 - Industrial Organizational Psychology

Semester Credits: 3 **Weeks:** 8
You will explore how psychological theories and research can be applied in organizational settings to improve individual, team and organizational performance. Topics to be covered include job analysis, employee selection, training, performance appraisal, work motivation, leadership and organizational culture. You will develop an understanding of human behavior in work settings, the variables that have an impact on workers and their productive efficiency and strategies to improve human relations in such settings.

PSY-4630 - Adult Aging

Semester Credits: 3 **Weeks:** 8
Aging describes the natural process and developmental changes that occur during adulthood, a much longer span of time compared to childhood and adolescence. This course provides an overview of adult developmental issues, with specific focus on the three domains of adult development—physical, cognitive, and socioemotional. You will examine changes in sensory processes, cognitive functions, and social relations, among other factors, and the effect of these changes have on health and well-being. Ways of coping with stressors and end-of-life issues also will be discussed.

PSY-4640 - Principles of Mental Health Counseling

Semester Credits: 3 **Weeks:** 8
This course is an overview of the mental health counseling field. You will learn about theoretical perspectives on counseling,

current trends, ethics, and types of interventions. You will examine aspects of clinical, school, group, career and marriage counseling and the challenges mental health counselors may find in these settings.

PSY-4650 - Critical Thinking and Personal Development

Semester Credits: 3 **Weeks:** 8
Professionals in the field of psychology rely on the effective and ongoing use of critical thinking skills and self-reflection. This course is designed to strengthen those skills. Students will focus on critical and creative thinking (how to be a critical consumer of knowledge), scientific inquiry, and how to methodically approach problem solving. Additionally, students will explore motivations for becoming a helping professional, the role of insight and self-reflection in personal and professional development, relational aspects central to helping professions, and how values and self-awareness impact helping behavior.

PSY-4660 - Theories of Development

Semester Credits: 3 **Weeks:** 8
This course will explore major theories of human development while examining and critiquing them in terms of application to real world settings and ability to predict individual outcomes. The focus will be on cognitive and socioemotional development throughout the lifespan. Special attention will be given to multi-cultural issues and the implications and influences of these issues to the understanding of human development.

PSY-4680 - Psychology and Health

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the application of psychological principles and theories to the promotion and maintenance of health, and the prevention and treatment of illness. You will explore the various influences on physical and mental health, including culture and lifestyles, and gain a deeper understanding of the mind-body connection. Additional topics covered include: historical perspectives of health, stress and coping strategies, chronic illness, communicable diseases, and pain management.

PSY-4701 - Forensic Psychology

Semester Credits: 3 **Weeks:** 8
Forensic psychology involves the application of psychological principles to the justice system, which includes law enforcement, the courts, corrections, and victim services. You will review topics that are of concern to psychologists and members of the legal system. You will investigate criminal profiling, eyewitness testimony, crime scene investigation, victim services, and offender rehabilitation and treatment. Psychological principles related to this course include social interaction, cognitive processes, development issues, and physiological processes.

PSY-4950 - Psychology Capstone

Semester Credits: 3 **Weeks:** 8
The Capstone course in Psychology is an opportunity for you 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 BA program. You will also identify your particular area of interest in psychology, plotting theory and research in this area throughout the history of psychology, and exploring possible career or educational goals you might wish to pursue.

BBA Courses

ACC-3005 - Managerial Accounting

Semester Credits: 3 **Weeks:** 8
Prerequisites: Students will be eligible to enroll in this course after successfully completing or having transfer credit for ACC-2001 Introduction to Financial Accounting.

In this course you will explore the nature of managerial accounting as it relates to decision-making. Managerial cost accounting concepts and techniques are presented as well as how to use the tools for ensuring sustainable business operations. Some of the techniques covered include; cost-volume-profit analysis, analysis of reporting and financial statements, and performance evaluation.

BBA-3000 - Introduction to Business Law and the Regulatory Environment

Semester Credits: 3 **Weeks:** 8
This course will familiarize you with the basic legal principles that affect the everyday procedures in business. You will learn how to apply legal principles in real world situations by utilizing the practical knowledge learned. Laws of contracts will also be examined as the foundation of the legal regulation of business.

BBA-3201 - Research for Business Strategy

Semester Credits: 3 **Weeks:** 8
In this course you will learn the concepts of business research. Business research is the process of gathering as much detailed information as possible to develop a plan to achieve your business goals. You will learn how business research helps to maximize business profits and serves a critical role for making informed decisions.

BBA-4001 - Small Business Management

Semester Credits: 3 **Weeks:** 8
This course introduces small business management and the multitudes of management skills required for successful operation. The small business manager is expected to be knowledgeable in all aspects – internal and external – of the business, and the role requires an individual who is a generalist and a specialist, an innovator and a stabilizer. These skills are effectively explored through an in-depth look at how small businesses are launched, how they operate, and the challenges associated with each phase.

BBA-4005 - Career Management and Personal Marketing

Semester Credits: 3 **Weeks:** 8
This course covers career planning, self-assessment, career exploration, and career decision-making as well as résumé and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. The concepts of building a system that works, developing a sound strategy, creating effective collateral, and using targeted methods and tools to obtain interviews are introduced using a job manual to increase demand for the student's skills and abilities. The course extends across several critical methods for successful job searches including résumé building, targeting, and job sources.

BBA-4007 - Retail Management

Semester Credits: 3 **Weeks:** 8
Retailing is merchandising to the general public. Retail Management involves operations, merchandise development, product management, and superior supply chain delivery. The Retail Management course examines organizational hierarchy, managerial tools, processes, and methods of product distribution from producer to consumer through the retail establishment. The course comprises a thorough review of the latest techniques in retail management including analytical tools for merchandising, site selection, and all phases of store operations and planning. Concepts cover buying behaviors, retail strategies, planning, legal ethical implications, and operation processes.

BBA-4009 - Administrative Office Management

Semester Credits: 3 **Weeks:** 8
Organizations of all types and sizes - for-profit, nonprofit, professional, small, medium, large, traditional, or entrepreneurial – have a significant administrative component. Administrative assistants, executive assistants, accountants, technology staff, project leaders, managers, and executives are examples of employees who work in an administrative environment. Employees at all levels need to understand management concepts, particularly how to develop employees for success.

BBA-4020 - The Dimensions of Global Business

Semester Credits: 3 **Weeks:** 8
This course involves the study of international commerce, trade, and worldwide cultural/economic influences on the international business environment. Students will study theories and practices which are the foundation for understanding business in the global marketplace. Course concepts will include: global strategies, comparative country selection, operations, finance, trade, marketing, supply chain management and international challenges.

BBA-4950 - Business Administration Capstone

Semester Credits: 3 **Weeks:** 8
In this course you will apply business concepts from a global perspective, including strategic planning, business trends, global laws and ethics, operations management in a global business, and global economics. You will further demonstrate the knowledge you have garnered in financial analysis, sustainable decision-making and consideration for diversity and social responsibility.

BTM-3000 - Overview of Technology in Business

Semester Credits: 3 **Weeks:** 8
This course provides an overview of the role technology has played in the evolution of contemporary business models and operations as well as the anticipated impact of emerging technologies on business in the foreseeable future. You will also learn about how information technologies have had an enormous impact on creating entirely new markets and the related implications for information security, privacy and ethics.

ECO-4110 - Business and the Global Economy

Semester Credits: 3 **Weeks:** 8
Prerequisites: Students will be eligible to enroll in this course after successfully completing or having transfer credit for ECO-2010 Introduction to Microeconomics and ECO-2015 Introduction to Macroeconomics.

In this course you will examine the social and economic impact of globalization on sustainable business operations. You will learn how it has influenced business operations (micro) and the larger global economic environment (macro). The course will also address the influences that international trade, regulations and financial systems have on short-term and long-term business decision-making.

ENT-4000 - Small Business Management

Semester Credits: 3 **Weeks:** 8
This course provides you with the ability to understand entrepreneurship verses intrapreneurship and how to identify approaches to meet stakeholder needs. You will also explore the principles of production and operations management in order to successfully manage a small business. Additionally, you will investigate various approaches to marketing a small business, how to understand the information found in a SWOT and PEST analysis, and the difference between management and leadership.

ENT-4050 - Innovation and Business Model Development

Semester Credits: 3 **Weeks:** 8
This course provides you with the opportunity to model different approaches for competitive advantage. You will classify customer wants verses needs, develop a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and a Political, Economic, Social, and Technological (PEST) analysis. You will also learn to identify innovation verses invention, investigate methods for creating an innovative culture and how to implement measures for improving innovation.

FIN-4010 - Finance and Banking

Semester Credits: 3 **Weeks:** 8
In this course you will gain an understanding of the financial and banking systems, their relationship to the economy, and how they impact business. You will also study the different types of financial instruments and how businesses use them to grow their operations. The course also addresses financial statement analysis and how it guides business managers and external constituents in critical decision-making.

HRM-3000 - Introduction to Human Resource Management

Semester Credits: 3 **Weeks:** 8
The single most important resource in any organization is the people. In this course you will develop an understanding of the systems, policies, and practices necessary to recruit, develop and support an organization's workforce. You will also develop an understanding of the regulatory and cultural environments that impact decision-making in the management of an organization's human resources.

HSA-3000 - Management Principles in Health Administration

Semester Credits: 3 **Weeks:** 8
In this course you will study concepts of management, models and tools for managing teams and individuals in a variety of healthcare environments. You will also explore how to apply these principles in the context of contemporary healthcare.

HSA-3010 - Healthcare Delivery Systems

Semester Credits: 3 **Weeks:** 8
In this course you will study delivery systems for healthcare services as well as topics related to organization and financing, accreditation and licensure, and the role of regulatory agencies. You will also explore how leaders in healthcare respond to issues that impact effective service delivery.

HSA-3020 - Introduction to Healthcare Law

Semester Credits: 3 **Weeks:** 8
In this course you will explore the fundamentals of U.S. health law, including statutes and regulations. You will study common law, policies, and the market forces that shape the healthcare system. You will also study issues related to health insurance, malpractice and influences on delivery of patient care.

HSA-3030 - Ethical Issues in Healthcare

Semester Credits: 3 **Weeks:** 8
In this course you will investigate the ethical issues facing healthcare leaders today. You will study ethical principles and application to scenarios affecting patients and employees, including privacy, informed consent, data management, safety and epidemics.

HSA-4005 - Interprofessional Practice in Healthcare

Semester Credits: 3 **Weeks:** 8
In this course you will study principles and practices for interprofessional collaboration in healthcare. You will learn about the core competencies of interprofessional practice (IPP). Your studies will focus on the IPP competencies of values and ethics, roles and responsibilities, interprofessional communication and teamwork. You will also study strategies that healthcare leaders can utilize to facilitate best practice in IPP and impact on patient care.

HSA-4010 - Introduction to Health Informatics

Semester Credits: 3 **Weeks:** 8
In this course you will study aspects of healthcare informatics, including medical, nursing, and bioinformatics. You will investigate applications of information systems in a variety of healthcare environments. Innovations in technology, including telemedicine and the electronic medical record, will be explored. You will analyze leadership challenges related to implementation of new systems and problem-solving for data breaches.

HSA-4020 - Quantitative Research in Healthcare

Semester Credits: 3 **Weeks:** 8
In this course you will apply principles of research methods to problem solving in healthcare administration. You will study how to obtain and analyze data to support administrative decision-making. Strategies for communicating evidence-based decisions to stakeholders, including boards, employees and patients will be discussed.

HSA-4030 - Current Issues in Healthcare

Semester Credits: 3 **Weeks:** 8
In this course you will study recent trends and challenges in healthcare. You will apply principles of ethics, data analysis, and communication to issues affecting leaders in healthcare organizations. Topics include planning for evolving models of reimbursement, responding to changes in healthcare law, threats to patient safety and confidentiality, and effective leadership during times of crisis, such as pandemics and natural disasters.

MGT-3000 - Leading and Managing People

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the characteristics of effective leaders that go beyond the characteristics of an effective manager. You will learn about the different leadership styles, leadership theories and how they relate to motivating and leading people, especially during times of change. You will also learn about the issues and ethical implications of managing a diverse workforce in multi-cultural environments.

MGT-3010 - Ethical Decision-making

Semester Credits: 3 **Weeks:** 8
In this course you will explore the tension between the fiscal and ethical responsibilities of a business entity and how decision-makers within the entity must consider their various constituencies. You will review ethical business issues as applied to global, governmental, environmental, and personal rights. The effects of business operations decisions as they relate to sustainability and ethics will also be addressed.

MGT-3040 - Management Theories and Practices

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the arena of modern management practices. By appraising "real world" examples you will garner necessary insights into effective business management techniques for small- to mid-size companies as well as within larger global enterprises. This process will help you to establish and build practical skills by using examples and application exercises. During this course you will also take a close look at how change demands innovation and how innovation requires forward-thinking, flexible leadership.

MGT-4110 - Introduction to Strategic Planning

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the strategic planning process, how it relates to the constituents and functional areas of the organization, and how it helps an organization fulfill its mission, vision, and values. You will evaluate the implications of globalization on the development and implementation of the strategic plan and how the organization's culture influences the deployment of the plan. You will also explore how the organization's leadership and ethos influences the strategic planning process and the implications for long-term organizational sustainability.

MGT-4210 - Sustainable Operations Management

Semester Credits: 3 **Weeks:** 8

In this course, you will examine sustainable business operations and production models. You will consider the impact of operations decisions on the external environment and stakeholders. In this course, you will also learn about the implications of evolving business models and technological innovations.
This course focuses on how operational management can improve the performance and competitiveness of an organization and the country or region in which it operates. All traditional issues of operational management, such as operational strategy, logistics, supply chain management, service management, quality, and processes, are included in the course. Industry clusters and innovation are also considered areas of interest. In addition, broader issues are also addressed and include sustainable development and its impact on the environment, industrial clusters, sustainability strategies, and innovation.

MKT-3000 - Introduction to Marketing

Semester Credits: 3 **Weeks:** 8
Marketing is the extension of an organization's philosophy and guiding principles for interacting with customers, competitors, collaborators, and the environment. In this course, you will learn the fundamental marketing concepts, models and techniques for meeting customers' needs while also considering the relationship between profitability and sustainability. You will also consider how the continued evolution of technology and globalization may impact the role of marketing for businesses.

MTH-3000 - Statistical Analysis for Business

Semester Credits: 3 **Weeks:** 8
Prerequisites: Students will be eligible to enroll in this course after successfully completing or having transfer credit for MTH-2010 - Data in Context.

In this course you will build upon your fundamental understanding of statistical techniques and learn how to prepare and present quantitative analysis for use in decision-making. Topics will include proper application of descriptive statistics, hypothesis testing, probability, correlation and regression techniques for decision-making.

PLC-3000 - Introduction to Legal Studies and the Judicial System

Semester Credits: 3 **Weeks:** 8
This course provides you with an overview of the United States government and the checks and balances among the

branches. Focus will be on the United States legal system and the power and authority of the judicial branch. Concentration will also be on the constitutional, statutory, and regulatory laws that govern the activities of administrative agencies.

PM-4600 - Introduction to Project Management

Semester Credits: 3 **Weeks:** 8
This course provides you with an introduction to project management. You will gain an understanding of what a project is, assessing the benefits of projects, and analyzing organizational strategies for selecting a project solution. You will be familiarized with the characteristics for being a successful project manager, understanding the constraints for managing a project, and examine strategies for meeting stakeholder expectations.

PM-4610 - Quality and Performance of a Project

Semester Credits: 3 **Weeks:** 8
This course provides you with a foundation managing quality in a project. You will apply definitions for quality in a project, classify components of quality management, and then model quality approaches. You will also explore tools for managing quality in a project, diagnose project requirements with requisite metrics, and exercise quality control tools and techniques within a scenario.

PM-4615 - Cost and Scheduling of a Project

Semester Credits: 3 **Weeks:** 8
This course provides you with a summary of the tools, techniques, and considerations for managing cost in a project. You will apply the principles of project budget management, review cost centers with metrics, and then model cost control tools. Additionally, you will prioritize strategies for addressing cost escalation, explore the elements of financial decision making, and then prioritize financial decision making to meet project expectations.

PM-4620 - Procurement and Contract Management

Semester Credits: 3 **Weeks:** 8
This course will provide you with a review of procurement and contract management within a project. You will plot the process for planning procurement, classify project needs, and then graph project deliverables for meeting project milestones. You will also prioritize the bidding process, document contract types, and then lay out a plan for selecting and then managing a vendor.

Business Management

BTM-7101 - Doctoral Studies in Business

Semester Credits: 3 **Weeks:** 8
This course is the first step in transitioning from knowledge consumer to knowledge producer. Scholar-practitioners will learn to use business theory, advance scholarly inquiry, aid business practices, and form realistic program completion goals. Preparation will be done in the context of an examination of modern trends in business theory.

BUS-7101 - Changing Times: Business Administration in the 21st Century

Semester Credits: 3 **Weeks:** 8
This course serves as an introduction to the PhD–BA and as the foundation for further doctoral-level study in business. The PhD–BA degree is designed to encourage you to become a scholar-practitioner, using business theory to inform further scholarly inquiry and positively impact business practices. You will examine requirements for the degree—including each milestone and deliverable—and will develop a plan for achieving your academic and research goals. This preparation will be done in the

context of an examination of modern trends in business theory and in beginning the transition from being consumers of knowledge to being producers of knowledge.

BUS-7102 - Applied Doctoral Studies in Business

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to the applied business doctoral academic journey. You will explore what it means to become an academic learner. You will compare and contrast the applied degree to a research degree to show which is applicable in differing environments. You will discuss the use of conceptual frameworks and theories in research and be introduced to scholarly writing and reference management. Your course will conclude with you developing a researchable applied business research question and a brief research plan.

BUS-7110 - The Business Environment

Semester Credits: 3 **Weeks:** 8
It is important for scholar-practitioners to understand both the internal and external influences on business—the business environment. In this course, students will examine theories related to those environmental factors including business ethics, international business, and marketing. Internal environmental factors include management and organizational behavior.

BUS-7112 - Business Strategy and Innovation

Semester Credits: 3 **Weeks:** 8
In this course you will explore the ideas and methods for encouraging innovation as part of successful organizational strategic planning. You will use organizational assessment tools to evaluate a company's human resource practices and assess how strategic planning includes elements of technology and sustainability to ensure competitive advantage in global markets.

BUS-7120 - Business Financial Systems

Semester Credits: 3 **Weeks:** 8
The allied fields of economics, accounting, and finance are key areas where a highly knowledgeable leader can greatly contribute to the success of a business. Financial professionals secure and manage the money needed to run a business; economists determine how markets will react in certain situations; and accountants provide analysis and accountability to the entire process. In this course, scholar-practitioners will work towards information fluency in theories related to these critical knowledge areas.

BUS-7130 - Business Leadership & Strategy

Semester Credits: 3 **Weeks:** 8
Good plans aligned against clear strategic goals can help business leaders achieve those goals. This course is an overview of the theories involved in strategic planning to aid business. Students will explore the difference between strategic thinking and strategic planning, how to choose a strategy that is right for each business, and how to design a strategic plan. This course will investigate how to analyze customers and the competition and ask key questions that help design the most effective strategic plan for each business.

Business Research

BUS-7100 - Scholarly Literature Review

Semester Credits: 3 **Weeks:** 8
In this course, you will engage in the process of scholarly literature reviews and academic writing. With an emphasis on how to

(a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks, you will develop a foundation for future research. The overarching goal of this course is for you to conduct an exhaustive search of the peer-reviewed research literature in your topic area and identify potential areas of inquiry for your dissertation.

BUS-7105 - Statistics I

Semester Credits: 3 **Weeks:** 8
In this course, you will cultivate a statistical mindset through learning and nurturing skills needed to perform and interpret univariate inferential statistics. The course will facilitate building your statistical confidence in assessing and performing statistics. The course will cover univariate parametric and non-parametric statistical tests, interpretation of statistical output, and introduce skills needed to select statistical tests based on quantitative research questions.

BUS-7106 - Statistics II

Semester Credits: 3 **Weeks:** 8
In this course, you will learn advanced statistical principles and how to apply them to quantitative research in the study of organizations. You will be provided an overview of advanced statistical concepts used in empirical research, including inferential analysis. Advanced computations will be performed using commonly used statistical software. The focus involves helping you build independent scholarly skills with an emphasis on understanding multivariate data; the use, comprehension, and evaluation of sophisticated statistical concepts, and presentation of statistical results.

BUS-7320 - Quantitative Research Design & Methodology

Semester Credits: 3 **Weeks:** 8
During this course, as a scholar-practitioner, you will build the skills essential for designing quantitative studies; analyzing the data collected in these studies, and interpreting the results of data analyses. You will explore designs and statistical techniques to use with their envisioned dissertation research.

BUS-7380 - Qualitative Research Design and Methodology

Semester Credits: 3 **Weeks:** 8
During this course, you will examine qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies. You will explore designs and methodologies to use with your envisioned research.

Child and Adolescent Developmental Psychology

PSY-5701 - Foundations of Child and Adolescent Developmental Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in child and adolescent development. In this course, current and historical theories, major developmental principles, and research in child and adolescent development will be explored. In addition, graduate-level skills—such as academic integrity, effective use of the University Library, comprehension of complex scholarly texts and research articles, and use of APA format and style in professional communication—are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5702 - Pre-Natal and Early Childhood Development

Semester Credits: 3 **Weeks:** 8
Prenatal and early childhood development comprises multiple processes, including physical and biological, cognition and language, and socioemotional development. During this course, students will trace the development of each of these processes throughout the prenatal and early childhood periods. Using discipline related research skills; students will analyze the latest research in the field, and will emerge with a grounding not only in classic theory but also in current research directions. The diverse social context in which development occurs will also be critically examined, including how the role of family, school, and peers impacts development.

PSY-5703 - Child and Adolescent Development

Semester Credits: 3 **Weeks:** 8
This course focuses on physical, cognitive, and psychosocial development from childhood through adolescence. Students will gain an understanding of the physical, cognitive, and psychosocial development that occurs during childhood and adolescence, guided by theories of human development and scholarly literature. Diverse factors that protect, promote, and pose risks to development will be considered. This course will provide students an opportunity to strengthen their information literacy skills, build upon their academic writing skills, and reflect on interventions that promote development for children and adolescents.

PSY-5706 - Ethics in Development Psychology

Semester Credits: 3 **Weeks:** 8
This course provides you with an opportunity to apply the Ethical Principles specifically in the setting of Child and Adolescent Developmental Psychology. You will develop an understanding of basic ethical concepts in the framework of Child and Adolescent Developmental Psychology. This course also emphasizes the importance of knowing state laws and regulations, which may differ from the ethics standards established by the American Psychological Association or other national organizations. You also will assess the impact of culture and personal values on professional behavior in the area of Child and Adolescent Psychology.

PSY-6704 - Gender Development in Children and Adolescents

Semester Credits: 3 **Weeks:** 8
This course is designed to provide a basic understanding of gender development in children and adolescents. Students will explore theoretical explanations of gender development and the latest research on this topic. They also will learn how cognitive, social, biological, and cultural influences impact gender development, identity, and perception into adolescence.

PSY-6705 - Child and Adolescent Psychopathology

Semester Credits: 3 **Weeks:** 8
This course explores the etiology of child and adolescent behavior disorders. Students will examine the sociobiocultural influences on abnormal child and adolescent development. Theoretical underpinnings and classifications of abnormal child and adolescent development including familial attributes will be explored.

PSY-6708 - ADHD and Autistic Spectrum

Semester Credits: 3 **Weeks:** 8
This course evaluates two prevalent neurodevelopmental disorders: Attention-deficit hyperactivity disorder (ADHD) and autism spectrum disorders (ASD) that present in Child and Adolescent Developmental psychology settings. You will examine theoretical underpinnings and research in ADHD and ASD. You also will examine various diagnostic approaches, their origins, and interventions as applied to each disorder. You also will learn about the combined effects of ADHD and ASD.

PSY-6709 - Capstone in Child and Adolescent Developmental Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Child and Adolescent Developmental Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Child and Adolescent Developmental Psychology.

PSY-6710 - Internship in Child and Adolescent Developmental Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in Child and Adolescent Developmental psychology may opt to complete their degree by taking an internship in Child and Adolescent Developmental psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

Computer Science

TIM-6190 - Innovation & Strategy in Computer Science

Semester Credits: 3 **Weeks:** 8
Computer science, developers, and solutions architecture professionals must master advanced technical architectures, frameworks, models and development tools. They must also understand organizational dynamics, culture, mission, vision, and strategic planning to effectively support the organizational IT goals and operations. During this capstone course, you will demonstrate the knowledge and skills you gained during the Master of Science in Computer Science program by preparing and presenting an IT implementation strategic plan that integrates industry standards and innovative technology.

TIM-8190 - Computer Science Policy and Strategy

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of the theories, concepts, and strategies for managing technology policies while developing and implementing computer science projects. During this final course in the PhD-CS program, before starting the dissertation sequence, you will research and design an information technology policy strategy for software development and implementation. You will also evaluate ways to improve the competitive position of an organization, recommend coding control structures for data integrity and security, and plan ways to address business concerns regarding the adoption of new technologies.

Corporate Wellness

CPW-5010 - Wellness Coaching - Lifestyle Change

Semester Credits: 3 **Weeks:** 8
In this course, students will learn the fundamental theories related to research and practice in health education. Topics include the roles of theory in health promotion; and human anatomy, physiology, nutrition, and kinesiology as they relate to applications in corporate wellness. Course mastery will be demonstrated by developing a wellness proposal.

CPW-5011 - Wellness Leadership and Professional Development

Semester Credits: 3 **Weeks:** 8
In this course, students will be introduced to leadership strategies and successful wellness programs developed by organizations. Topics include leadership strategies, professional development, and guidelines for developing and managing a corporate wellness program. Course mastery will be demonstrated by the creation of a wellness initiative.

CPW-5012 - Business Aspects in Corporate Fitness and Wellness

Semester Credits: 3 **Weeks:** 8
In this course, students will learn about the foundations needed to foster positive financial implications for developing a corporate wellness program. Topics include rising health care costs, developing a prevention strategy for better health, changing corporate culture to reduce risk factors, relating job satisfaction to corporate wellness and using innovation to enhance health measures. Course mastery will be demonstrated by building a business case for investing in the health of a company's employees by initiating a corporate wellness program.

CPW-5013 - Worksite Health Promotion

Semester Credits: 3 **Weeks:** 8
In this course, students will learn the fundamental theories related to research and practice in health promotion within the workforce. Topics include a comprehensive overview of worksite health promotion that illustrates the importance of today's workplace. Course mastery will be demonstrated by developing a presentation for planning, implementing, and evaluating a corporate wellness program to help lower corporate health care costs.

Counseling

COUN-6000 - Orientation and Foundations of Clinical Mental Health Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to professional, clinical mental health counseling with respect to the multiple roles and functions counselors serve in their respective communities, specialty areas, and the multidisciplinary health care system. You will be provided with introductory knowledge about the counseling profession including credentialing, professional organizations, standards, and accreditation. In this course you will also be provided with an orientation to the University and to the essential skills needed to pursue a Master of Science degree in clinical mental health counseling. Graduate-level skills, such as goal building, time management, academic integrity, effective use of the University Library, the use of APA form and style in professional communication, and critical thinking skills will be introduced.

COUN-6050 - Clinical Mental Health Counseling Clinical Practicum

Semester Credits: 3 **Weeks:** 12
In this course you will be required to complete supervised counseling practicum experiences for a minimum of 100 clock hours in your community. You will complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. You will have weekly synchronous supervision with a counseling faculty member for two hours a week for 12 weeks. You will have opportunities to use theory and counseling skills in a community setting while working with diverse clients and to practice interviews and documentation in clinical practice.

COUN-6051 - Clinical Mental Health Counseling Internship I

Semester Credits: 3 **Weeks:** 12
After successful completion of a clinical mental health practicum, you will continue your supervised counseling experience. In this course you will earn at least 300 clock hours of supervised counseling internship with clients in a clinical mental health setting. You will complete at least 120 clock hours of direct service with actual clients. You will have weekly synchronous

supervision with a counseling faculty member for two hours a week for 12 weeks. You will have opportunities to use biopsychosocial history and assessments as you manage a caseload. You will practice advocacy and interface with the legal system on behalf of clients.

COUN-6052 - Clinical Mental Health Counseling Clinical Internship II

Semester Credits: 3 **Weeks:** 12
After successful completion of the first internship experience, you will continue your supervised counseling experience. In this course you will earn at least 300 clock hours of supervised counseling internship with clients in a clinical mental health setting. You will complete at least 120 clock hours of direct service with actual clients. You will have weekly synchronous supervision with a counseling faculty member for two hours a week for 12 weeks. You will have opportunities to use biospychosocial history and assessment as you conceptualize cases and implement evidence-based techniques. You will practice termination skills when closing cases.

COUN-6100 - Theories and Models of Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will learn about the foundational theories and models of counseling and psychotherapy. You will also learn about the importance of the person of the counselor and multicultural competence. Additionally, you will learn how to apply these foundational theories to different cases through your reading and study. You will be introduced to conceptualizing clients from a systems perspective. Finally, you will also begin developing an integrative personal model of counseling.

COUN-6101 - Ethical and Legal Issues in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on ethical and legal issues as they relate to practice of clinical mental health counseling. You will be introduced to the ethical standards of the American Counseling Association and learn to apply the Code of Ethics in various counseling situations with diverse populations. In this course you will also explore the importance of counseling supervision and maintaining professional dispositions. Emphasis will be placed on the evolving role of counselors in relation to scope and practice and the increase of technology in the profession.

COUN-6102 - Substance Use Disorders and Addiction Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will explore the history and development of addictions counseling. You will also learn about the theories and models of addictions counseling. Neurobiological and medical foundation in relation to the ethology of addictions will be explored. You will also be introduced to motivational interviewing as a foundational treatment for addictions counseling. This course will help you to develop a foundational knowledge about process and behavioral addictions and understand common co-occurring disorders.

COUN-6103 - Counseling and Psychotherapeutic Techniques

Semester Credits: 3 **Weeks:** 8
In this course you will develop basic counseling skills essential to creating a therapeutic working alliance with clients. Evidenced-based counseling strategies for prevention and intervention will be introduced. Initial skill development for clinical interviews and case conceptualization will be explored. Additionally, you will understand the core characteristics of an effective counselor. In this course you will also explore the impact of technology on counseling techniques.

COUN-6104 - Social and Cultural Diversity in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to the multicultural counseling competencies. You will also learn about the models and theories foundational to multicultural counseling. Specific multicultural populations will be explored with attention focused on multicultural evidenced based treatments. You will be challenged to confront personal biases and obstacles to multicultural orientation.

COUN-6105 - Assessment, Tests, and Measurements in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on the historical perspective of assessment and testing in counseling. You will learn basic concepts of testing for both group and individuals. You will also learn to apply statistical principles in the selection of testing and assessments. In this course you will also explore the importance of using ethically and culturally relevant strategies for administering and interpreting assessments and tests. Emphasis will be placed on the use of assessments and tests in various domains.

COUN-6106 - Human Sexuality

Semester Credits: 3 **Weeks:** 8
In this course you will study the biopsychosocial development of human sexuality. Research about sexuality, sexual development, sexual function, sexual orientation, gender issues and other sexual dynamics will be reviewed. The treatment of sexual disorders, sexual trauma, and abuse will be an area of focus. Students will apply the information from this course to the practice of professional counseling.

COUN-6107 - Human Growth and Development

Semester Credits: 3 **Weeks:** 8
In this course you will study the theories of individuals across the lifespan. Specifically, the students will learn of the myriad of factors that affect human development, including: biological, neurological, and physiological factors. Focus will also be placed on the systemic and environmental factors that affect human development. Emphasis will be placed on ethically and culturally sensitive approaches to enhance wellness and resilience. The unique impact of crisis and trauma on human development will be investigated.

COUN-6108 - Marriage and Family Systems

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to the history and development of marriage, couple, and family counseling. You will review the theories and models of family systems and dynamics focusing on assessment and intervention Cultural factors relevant to marriage, couple, and family functioning will also be explored. In this course you will also be challenged to reflect on your family of origin and how it impacts your current functioning.

COUN-6109 - Abuse, Crisis, and Trauma Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will learn strategies for crisis intervention and trauma-informed care. You will also explore psychological first aid and community-based strategies for crisis and trauma counseling. This course will discuss abuse, crisis, disasters, and trauma and their effect on diverse populations. This course will also focus on the impact of abuse, crisis, and trauma on individuals with mental health diagnoses.

COUN-6110 - Psychopathology

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the classifications of the *Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classifications of Diseases*. You will learn the process of diagnosing, the structure of the DSM, and concepts related to differential diagnoses. You will also learn about the scope and practice of counselors in the diagnostic process.

COUN-6111 - Career Development and Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to a foundational aspect of professional counseling: career counseling. You will explore the theories and models of career development. You will develop an understanding of the interconnectedness of work, mental health, and other life roles. This course will also provide you with the opportunity to recognize areas of advocacy with diverse clients in career and educational development. Developing strategies to address career needs in an ethically and culturally relevant manner will also be an area of focus.

COUN-6112 - Research Methods and Program Evaluation in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on the importance of research in the counseling profession. You will also understand how to critique counseling literature to help inform practice. Additionally, you will explore the use of ethically and culturally relevant strategies for conducting research and program evaluation. You will be able to understand the qualitative, quantitative, and mixed methods used in research and program evaluation. The focus will also be on identifying evidence-based counseling practices and conducting needs assessments.

COUN-6113 - Psychopharmacology

Semester Credits: 3 **Weeks:** 8
This course will provide you with relevant information about the use of psychotropic medications in the context of counseling. You will learn the commonly prescribed medications for mental health disorders including the benefits and side effects. This information will help you prepare for consultation and participation in integrated behavioral health care.

COUN-6114 - Clinical Assessment, Diagnosis, and Treatment

Semester Credits: 3 **Weeks:** 8
This course will challenge you to synthesize the concepts of clinical assessment, diagnosis, and treatment. You will learn how these concepts work together to inform evidence-based treatment. You will utilize case conceptualization models to develop treatment plans. You will also explore various forms of documentation for clinical mental health counseling.

COUN-6115 - Group Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on understanding the theoretical foundations of group counseling and group work. You will explore the dynamics of group process, including the stages of group development. You will continue to develop the personal and professional characteristics of a counselor, particularly those essential to the group leader. This course will introduce you to the components of groups in various setting and explore ethically and culturally relevant strategies for designing and facilitating groups.

COUN-6116 - Contemporary Issues in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will study the specific requirements for your state of residence for professional, clinical mental health counselors. You will learn the requirements for child abuse assessment and reporting for counselors in your state. You will

explore the unique cultures of your state of residence and the social and psychological implications of socioeconomic position for clients. This course will provide opportunities to apply strategies for suicide Risk Assessment and Intervention. You will also understand the unique considerations for telementalhealth and technology assisted counseling.

COUN-6117 - Advanced Ethical Practice and Record Management

Semester Credits: 3 **Weeks:** 8
In this course you will study the importance of records management in maintaining ethical practice. You will explore how business and family law impacts professional practice. You will also study the current rules and laws applicable to counseling in your state of residence. You will look at the details of the ethical principles governing counseling and you will examine the ethics of the evolving telemental health practice of counselors.

Criminal Justice

CJ-5004 - Organized Crime

Semester Credits: 3 **Weeks:** 8
This course provides students with an opportunity to examine the various types of white collar crime, methods of detection, investigation, and the social impact of such crimes. The specifics of organized crime such as family structure, revenue sources, and investments will be introduced. The differences and common bonds between organized and white collar crime will be evaluated. Students will also evaluate the political influences in organized crime and cases related to white collar crimes.

CJ-5007 - Current Issues in Law Enforcement

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate important issues facing the nation's local, state, and federal law enforcement agencies. Major issues such as emergency management and response, national security, technology and communication, and drug enforcement, will be discussed. You will evaluate issues and law enforcement response from a local, state, and federal perspective. You will also assess the importance of cooperation among agencies and evaluate alternative law enforcement responses based on evidence-based practices. This course provides students with the opportunity to investigate the most important issues facing the leadership of the nations' local, state, and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, white-collar crime, and the war on terrorism and cooperation among law enforcement, first responder, and health officials provide the core focus of student efforts.

CJ-5101 - Introduction to Criminal Justice

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the different components of the criminal justice system in the United States. Through a legal, criminological, historical, and societal perspective, the foundations of crime and justice, police, courts, corrections, and juvenile justice will be evaluated. Special attention will be given to police, court, and corrections from arrest to conviction. Students will examine concepts of ethics and discuss current issues in the criminal justice system. Integration of technology such as databases and the use of technology in policing and corrections will be studied.

CJ-7010 - Effective Police Tactics, Techniques, and Methodologies

Semester Credits: 3 **Weeks:** 8
The course will examine police tactics, techniques, and methodologies, exposing the student to best practices in evidence collection, agency collaboration, and investigation of cybercrime. You will develop a keen understanding of the latest techniques and technologies that may be employed in a criminal investigation, as well as the research and development techniques used to generate new tactics and methodologies with an emphasis on cybercrime and forensic science.

CJ-7011 - Ethics and Criminal Justice

Semester Credits: 3 **Weeks:** 8
This course provides a comprehensive review of ethics and moral behavior in criminal justice. The theoretical foundations of ethics will be introduced and applied to criminal justice practice. You will evaluate the ethical challenges faced by criminal justice professionals and the policies and practices in place to prevent unethical behavior. The ethical obligations in crime scene investigation, evidence handling, and testimony in court will also be addressed in this course.

CJ-7101 - Management Issues in Justice Agencies

Semester Credits: 3 **Weeks:** 8
This course examines current management issues within the criminal justice field. You will explore concepts and skills needed to address issues and problems confronting the criminal justice system. Issues such as the societal and cultural changes affecting criminal justice agencies will be examined. In addition, you will gain in-depth exposure to the application of theoretical and administrative principles.

CJ-7102 - Theory in Justice Administration

Semester Credits: 3 **Weeks:** 8
In this course, students will analyze the internal organizational structure, roles, and functions of criminal justice agencies. Students will apply administration and managerial concepts and theories to demonstrate competencies in this area. Students will also learn to formulate policies for coordination and control procedures.

CJ-7104 - Strategic Planning and Implementation in Criminal Justice

Semester Credits: 3 **Weeks:** 8
Strategic planning is necessary for effectively planning both current and future organizational goals of a criminal justice organization. This course will allow you to examine the tools and skills needed in the strategic planning process while understanding the importance of the planning process. This course will also strengthen your ability to analyze, develop, and implement strategic plans to achieve criminal justice goals for an organization as well as to assess and manage improvements for an organization in a specific geographical location. Several criminal justice agencies will be examined within the course to provide you with the widest perspective possible before you begin developing your own strategic planning documents.

CJ-7105 - Public Policy and Criminal Justice

Semester Credits: 3 **Weeks:** 8
In this doctoral level course, students will examine public policy and criminal justice. Students will analyze the various significant policy models used in the criminal justice system. Students will assess how various participants such as politicians, the police, and the corrections sector impact criminal justice public policy. Students will specify how the media influence criminal justice public policy. Finally, students will evaluate how the courts shape criminal justice public policy.

Curriculum and Teaching

CT-5000 - Curriculum and Instructional Strategies

Semester Credits: 3 **Weeks:** 8

In this Master's level course, students will be provided with an overview of curriculum and instructional topics. Historical precedents involving policy and theories influencing the development and application of curriculum and instruction will be reviewed. Information and corresponding learning activities will be presented to support the current understanding of a quality

curriculum and corresponding research-based best- instructional strategies. Accountability involving assessment and high-stakes testing as a supportive component to effective curriculum and instruction will be examined. Upon completion of the course, students will be better prepared to understand, develop, and apply curriculum, instruction, and assessment in the PK-12 classroom.

CT-5003 - Principles of Teaching & Learning

Semester Credits: 3 **Weeks:** 8
In this course, students will analyze the influence of emotional, social, and cultural contexts affecting PK-12 student learning. Students will examine learning theories, instructional models, differentiated learning strategies, mindfulness, and informed instructional decision making that inform PK-12 teaching practices.

CT-5010 - Teaching, Learning, and Assessment Strategies and Principles

Semester Credits: 3 **Weeks:** 8
In this course, you will be provided with an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. You will apply theories to practice, explore components of the curriculum, analyze current issues related to curriculum, evaluate learning theory, and integrate theory into curriculum components and practices. Topics include curriculum design and development, curriculum standards, high stakes testing, the information processing model, and models of teaching and learning.

CT-5011 - Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning

Semester Credits: 3 **Weeks:** 8
This course allows you to engage with the multiple ways that individuals learn and how these many ways of learning can inform your teaching. You will evaluate multiple theoretical frameworks and applications, including teaching styles, multiple intelligences, and the debate about the existence and value of learning styles that effect ways of learning. Throughout the course, you will move beyond understanding the theories to translating your knowledge and skills to the practice of teaching. The course will culminate with a unit and lesson plans designed by you that integrate multiple learning and teaching styles that reflect multiple intelligence theory and ways of learning within authentic classroom scenarios.

CT-5012 - Teaching Foundations for Language and Literacy

Semester Credits: 3 **Weeks:** 8
In this course, students will learn about the foundations and principles of language and literacy development in a child's early years. Theory, strategies, and activities, as well as a summative assessment, are presented throughout this course to assist teachers in gaining a thorough perspective on promoting language and literacy fluency. Students will be asked to reflect on their own understanding of language development and pedagogical strategies of language acquisition.

CT-5013 - The Classroom: Management and Organization for Student Achievement

Semester Credits: 3 **Weeks:** 8
In this Master's level course, students will be provided with models and strategies for effective classroom management for today's classroom. Students will investigate research-based instructional practices in classroom management. A classroom management system will be created. Methods for engaging students in the classroom will be explored. Classroom organizational tactics will be analyzed. Students will examine various ways to use discipline and conflict resolution strategies in the classroom. Theories regarding classroom management will be applied.

CT-7000 - Developing Instructional Strategies and Curriculum

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze instructional strategies based on the principles of universal design for learning, including integrating strategies for providing multiple means through which PK-12 learners access the curriculum. You will plan instructional strategies for curriculum aligned to standards that support current educational requirements, including the use of technology to engage, comprehend, and express learning. You will also consider other educational issues, trends, and recommendations for change in the PK-12 classroom related to instructional strategies.

CT-7100 - Dispositions of Learner and Teacher

Semester Credits: 3 **Weeks:** 8
In this course, you will examine dispositions of both learners and teachers. This examination will include the effect of dispositions on learner motivation, participation, and comprehension as well as the impact of teacher dispositions on overall learning and classroom culture. The course includes considerations for dispositions related to inclusivity, technology, social emotional development, and successful collaboration throughout community.

CT-7200 - Design and Evaluation of Curriculum and Programs

Semester Credits: 3 **Weeks:** 8
This course starts with the distinction between curriculum and programs in K-12 education. While both are important, evaluation of each one is different. In addition to exploring evaluation processes, you will also examine the development of both curriculum and programs. This examination will incorporate theories, trends, and future directions, including technology recommendations to design and develop innovative curriculum for K-12 learning environments.

CT-7300 - Theories and Applications of Instructional Strategies

Semester Credits: 3 **Weeks:** 8
You will take a closer look at instructional strategies in this course, with particular attention to supporting theories and practical applications in K-12 learning environments. You will assess learning theories that frame instructional strategies, including theories and frameworks for remote learning. You will recommend instructional strategies, justify approaches to inclusive instruction, and design inclusive learning experiences in K-12 education.

CT-7400 - Assessment Practices

Semester Credits: 3 **Weeks:** 8
This course offers the opportunity for you to consider the critical role of assessment in curriculum and teaching. You will examine assessment types and processes, including how trends in assessment and other accountability practices inform instructional decisions, curriculum development, and continuous improvement in K-12 environments. You will integrate the assessment for learning process and the universal design for learning perspective, as well as recommend strategies for effective assessment practices across classrooms, schools, and districts.

CT-7500 - Advanced Capstone in Curriculum & Teaching

Semester Credits: 3 **Weeks:** 8
In this final course of the curriculum and teaching specialization, you will synthesize your work across all courses into a capstone project of your own design. This project will integrate theory and practice related to a specific topic of your choosing related to curriculum and teaching. As you prepare your project you will evaluate the impacts of current trends, technologies, and issues of diversity, equity, inclusion, and social justice within curriculum and teaching. In one of your last assignments in the specialization, you will compose your philosophy of teaching based on research, theory, and personal reflection.

Cybersecurity

TIM-6302 - Changing Times: Trends and Topics in Cybersecurity

Semester Credits: 3 **Weeks:** 8
Cybersecurity solutions rely on combining important exposures, updating solutions, and adjusting to the current use of technology within an organization. In this course, the extension of topics, together with advanced needs, provide a foundation that will allow you to provide a holistic solution. Building on a leading framework, lifecycle concepts, operations, compliance, and standards provide the integration of areas. The addition of global supply chain issues and advanced networking extend the solution to provide an integrated defense.

TIM-6390 - Strategic Management of Cybersecurity

Semester Credits: 3 **Weeks:** 8
This capstone course is designed to integrate the learning within the Master of Science in Cybersecurity program to provide a holistic security response that supports organizational strategy and goals while reducing risk and improving information assurance. During this final course, you will evaluate new and emerging vulnerabilities and threats, devise an acceptable risk and information assurance posture, and develop a strategic cybersecurity strategy that incorporates current standards and best practices and conforms to ethical norms and legal compliance.

TIM-6705 - Cybersecurity Ethics, Laws, and Regulations in Finance and Banking

Semester Credits: 3 **Weeks:** 8
Organizations in the financial and banking industry are required to comply with diverse laws, ethics, and regulations to provide higher levels of privacy despite being a targeted industry. During this course, you will learn about the laws, ethics, and diverse regulations in the financial and banking industry to reduce elevated levels of risk. You will also learn to develop an integrated cybersecurity strategy specific to the financial and banking industry. You will end the course by applying global, federal, and state requirements to a specific financial or banking organization.

TIM-6710 - Cybersecurity Governance, Risk, and Policy in Finance and Banking

Semester Credits: 3 **Weeks:** 8
The finance industry governance, risk, and policy, together with compliance create a complex system of checks and balances. Your learning include framework to find solutions and methods to succeed in defending data and systems. By starting with expectations and requirements, priorities are adjusted to the unique industry and they lead to a set of standards and approaches required for all parties. Additional approaches include policy to frame expectations that seek to protect all stakeholders. Solutions must accommodate the requirements of diverse financial institutions and the influence of various government bodies, both local and global.

TIM-6715 - Cybersecurity Threats and Vulnerabilities in Finance and Banking

Semester Credits: 3 **Weeks:** 8
In the financial industry, threats and vulnerabilities take on a new meaning due to the implications of controlling money transactions. In this course you will learn the implications of automating transactions, increasing service levels, networks, and the unique threats and vulnerabilities within governance, risk, and policy. The industry faces specific requirements to control hardware, physical access, applications, and broad interaction with third parties. Appropriate foundations to measure vulnerabilities and threats, together with potential remediation across systems are investigated, together with verifying their efficacy.

TIM-6720 - Cybersecurity Internal and External Operations in Finance and Banking

Semester Credits: 3 **Weeks:** 8
Operations and supply chain within the finance and banking industry are unique because of the need for broad and instant access

while also being severely exposed regarding targeted threats. In this course you will learn how to create unified security operations capabilities, practical monitoring, and controls for a financial organization. Measurements are taken further to create operations capability that will manage systems to improve safety, reduce risk, and address incidents. A holistic supply chain view is included that also extends to outsourcing, consulting, and cloud computing options.

TIM-6725 - Cybersecurity Ethics, Laws, and Regulations in Healthcare

Semester Credits: 3 **Weeks:** 8
Organizations in the healthcare industry are required to comply with diverse laws, ethics, and regulations to provide higher levels of privacy despite being a targeted industry. During this course, you will learn about the laws, ethics, and diverse regulations in the healthcare industry to reduce elevated levels of risk. You will also learn to develop an integrated cybersecurity strategy specific to the healthcare industry. You will end the course by applying global, federal, and state requirements to a specific healthcare organization.

TIM-6730 - Cybersecurity Governance, Risk, and Policy in Healthcare

Semester Credits: 3 **Weeks:** 8
The health industry governance, risk, and policy, together with compliance create a complex system of checks and balances. Your learning include framework to find solutions and methods to succeed in defending data and systems. By starting with expectations and requirements, priorities are adjusted to the unique industry and they lead to a set of standards and approaches required for all parties. Additional approaches include policy to frame expectations that seek to protect all stakeholders. Solutions must accommodate the requirements of diverse healthcare institutions and the influence of various government bodies, both local and global.

TIM-6735 - Cybersecurity Threats and Vulnerabilities in Healthcare

Semester Credits: 3 **Weeks:** 8
In the healthcare industry, threats and vulnerabilities take on a new meaning due to the implications of controlling money transactions. In this course you will learn the implications of automating transactions, increasing service levels, networks, and the unique threats and vulnerabilities within governance, risk, and policy. The industry faces specific requirements to control hardware, physical access, applications, and broad interaction with third parties. Appropriate foundations to measure vulnerabilities and threats, together with potential remediation across systems are investigated, together with verifying their efficacy.

TIM-6740 - Cybersecurity Operations and Supply Chain in Healthcare

Semester Credits: 3 **Weeks:** 8
Operations and supply chain within the healthcare industry are unique because of the need for broad and instant access while also being severely exposed regarding targeted threats. In this course you will learn how to create unified security operations capabilities, practical monitoring, and controls for a financial organization. Measurements are taken further to create operations capability that will manage systems to improve safety, reduce risk, and address incidents. A holistic supply chain view is included that also extends to outsourcing, consulting, and cloud computing options.

TIM-6745 - Cybersecurity Ethics, Laws, and Regulations in Public Service and Defense

Semester Credits: 3 **Weeks:** 8
Organizations in the public service and defense industry are required to comply with diverse laws, ethics, and regulations to provide higher levels of privacy despite being a targeted industry. During this course, you will learn about the laws, ethics, and diverse regulations in the public service and defense industry to reduce elevated levels of risk. You will also learn to develop an integrated cybersecurity strategy specific to the public service and defense industry. You will end the course by applying global, federal, and state requirements to a specific public service and defense organization.

TIM-6750 - Cybersecurity Governance, Risk, and Policy in Public Service and Defense

Semester Credits: 3 **Weeks:** 8
The public service and defense industry governance, risk, and policy, together with compliance create a complex system of checks and balances. Your learning include framework to find solutions and methods to succeed in defending data and systems. By starting with expectations and requirements, priorities are adjusted to the unique industry and they lead to a set of standards and approaches required for all parties. Additional approaches include policy to frame expectations that seek to protect all stakeholders. Solutions must accommodate the requirements of diverse public service and defense institutions and the influence of various government bodies, both local and global.

TIM-6755 - Cybersecurity Threats and Vulnerabilities in Public Service and Defense

Semester Credits: 3 **Weeks:** 8
In the public service and defense industry, threats and vulnerabilities take on a new meaning due to the implications of controlling money transactions. In this course you will learn the implications of automating transactions, increasing service levels, networks, and the unique threats and vulnerabilities within governance, risk, and policy. The industry faces specific requirements to control hardware, physical access, applications, and broad interaction with third parties. Appropriate foundations to measure vulnerabilities and threats, together with potential remediation across systems are investigated, together with verifying their efficacy.

TIM-6760 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism

Semester Credits: 3 **Weeks:** 8
Global integration and broad alliances between criminal elements and nation states lead to rapidly changing and significant threats to all nations, organizations, and citizens. During this course, you will study critical infrastructures and its exposure to data criminals, terrorists, and nation-state threats. Learning also includes an understanding of the organizations behind the threats, their developing methods to exploit legitimate organizations. To establish viable defenses, forward looking threat intelligence, risks, and protection mechanisms are reviewed to protect the nation and its organizations, and citizens.

TIM-8305 - Cyber Risk, Contingencies, and Incidents

Semester Credits: 3 **Weeks:** 8
Cybersecurity has the primary objective of averting losses and restoring proper operations should there be a loss. During this course you will study the foundations of risk and the opportunities to reduce cybersecurity losses for organizations. Risk assessment abilities and research options form the base of cyber defenses and determine the need for subsequent resources. The course continues with measuring risk and events leading to the identification of potential incidents and solutions. Learning about contingencies consider the needs of the organization, maintaining operations, and preparing for the best recovery should there be a loss.

TIM-8315 - Cyber Automation, Artificial Intelligence, and Machine Learning

Semester Credits: 3 **Weeks:** 8
Tracking and responding to cyber events requires massive databases integrating content from all devices at every location. Cyber threat analysis and response implies long term access and complex manipulation of event databases. In this course you will learn techniques to capture and display relevant data and leverage automation to reduce losses. Data manipulation, automated sense-making, appropriate fast reactions, machine learning, data analysis, and presentation are rapidly developing cybersecurity techniques. You will also leverage required capabilities for the defense of the organization, respond to enhanced threat complexity and capabilities, and address the need to counter data poisoning by threat actors.

TIM-8325 - Cloud and Systems Certification & Accreditation

Semester Credits: 3 **Weeks:** 8

Information technology systems require formal review to ensure not only that they function correctly, but also that they are secure. In this course you will learn the issues and lack of proper defenses for internal and commercial off-the-shelf (COTS) systems and solutions. In addition, you will investigate the benefits and implications of cloud computing and proper processes to leverage innovative solutions to decrease risk, such as FedRAMP. With the redefinition of the "perimeter" that must be defended and new threat vectors, you will explore and research novel approaches to safe computing and cybersecurity monitoring.

TIM-8335 - Governance, Laws, Privacy, and Compliance

Semester Credits: 3 **Weeks:** 8
Prerequisites: Masters Degree

This course provides the source, role, and implementation of governance within the cybersecurity arena and the entire organization, including related policy. The execution considers the breadth of state and federal laws plus regulations to establish a further domain for cyber objectives. Important global laws and regulations round out the foundation, leading to effective compliance. Learning includes a focus on specific industries and agencies, including banks, hospitals, government, etc. During this course you will prepare to enable governance, compliance, privacy, and related solutions for medium to very large organizations, including the ability to support the significant changes anticipated in laws.

TIM-8345 - Global Governance, Audit, Privacy, and Compliance

Semester Credits: 3 **Weeks:** 3
Prerequisites: Masters Degree

This course addresses cybersecurity complexity implied by global influences in terms of laws, locations, facilities, and operations. During this course you will combine cyber global governance, audit, privacy, and compliance to support a comprehensive cyber response. Your foundation would enable the organization's integrated abilities to defend the technical systems that facilitate its global operations for both global and local needs across all locations. You will address the diversity of laws and audit practices, different views of privacy, and multiple compliance implications that require a carefully balanced practical solutions that harnessing theory.

TIM-8355 - Secure Globally Distributed Infrastructure and Support

Semester Credits: 3 **Weeks:** 8
Organizations with a global footprint need to balance a single approach for cybersecurity with a range of diverse influences from people, governments, and organizations. In this course, you will explore cybersecurity challenges relating to communication systems, various local support capabilities, and supply chain challenges. Further learning considers the variety of contracts available in different countries, available service levels, and approaches to management, maintenance, and controls. Within diversity and continuous change, the course adds theoretical and practical approaches to constant revision, thereby facilitating viable solutions for local and global needs.

TIM-8360 - Global Laws, Culture, and Ethics

Semester Credits: 3 **Weeks:** 8
Global organizations need to balance a wide range of influences that compromise options to achieve required outcomes from multiple external and internal demands. Global laws adjust to local expectations in each individual country, implying diverse needs that need to be matched with carefully devised controls. You will learn about diverse cultures across nations, regions, and within organizations implying careful and pragmatic approaches to integrate diversity. You will also discover diverse views and approaches to ethics that will require careful responses and protection of all stakeholders.

TIM-8365 - Global Cyber Policy, Operations, and Risks

Semester Credits: 3 **Weeks:** 8
This course combines all the previous cybersecurity insights and extends the learning to include policy and operations to reduce risk. You will learn about policy in commercial organizations that need to balance costs with safety to serve all their stakeholders. Policy supplies the expectations and sanctions to all persons that use the information systems and is authorized by the Board. You will also learn government views that complement laws and standards. The operational functions and implied architecture of the organization adds practical insights, all aligned to reduce risk within the organization and all its stakeholders.

TIM-8370 - Advanced Networking & Identity Management

Semester Credits: 3 **Weeks:** 8
Cloud computing provides benefits and new challenges for cybersecurity. Unknown entities can review or divert communications and any person can try to authenticate or intercept access. This course provides insights regarding cybersecurity exposures relating to networking to remote sites and managing identities and access. Your aim is to enable the security of data assets where there is no perimeter defense. You will learn about improved networking options for confidentiality, integrity, and availability. Identity options include active directory options, extensions, controls, and alternatives. Other options consider virtual perimeters, other forms of trust, protocols, and anticipating the evolution of issues, including quantum computing.

TIM-8375 - Integration, Outsourcing, and Related Laws

Semester Credits: 3 **Weeks:** 8
The evolution of modern secure cloud computing will require a variety of vendors for solutions to organizations. Combining internal information systems with multiple cloud and solution suppliers requires careful cybersecurity integration and negotiation. You will learn about combining solutions, system changes, upgrades, changes to security, and multiple laws. Options to adjust architecture, orchestrate multiple adjustments, and selecting business optimization will introduce you to innovative approaches and risk mitigation. You will need to enable third parties and outsource arrangements to broker solutions. Global needs will expose you to different laws about security, data residency, regulations, audit, and diverse suppliers.

TIM-8380 - Secure Cloud Operations

Semester Credits: 3 **Weeks:** 8
Secure cloud operations rely on equipment, processes, and personnel from providers, client organizations, and the networks linking all parties. Each are subject to the laws, regulations, and threats. In this course you will learn the theory and practice relating to delivering reliable and secure cloud services while coping with ongoing change. Concurrently, new uses for cloud computing and core technology evolution add further complexity. While operations might be tactical, the complexity and need to integrate diverse influences, calls for negotiation, resilience, strategy, and use of maturity models. One must attain and maintain acceptable delivery capabilities within local and global change.

TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Semester Credits: 3 **Weeks:** 8
Prerequisites: Masters Degree

This advanced course integrates all cyber content learning across the degree and specialization, combining theory and practice for the holistic cybersecurity strategy. During this final content course, you will construct a response addressing cyber governance, policy, risk, compliance, and assurance. You will contribute technical leadership by addressing architecture and operational needs to reduce both treats and vulnerabilities from internal and external sources. The evaluation of tools, data, and processes must facilitate resilience and support the protection of critical information from current and future losses.

TIM-8710 - General Cyber Law, Oversight, and Regulations

Semester Credits: 3 **Weeks:** 8
This course addresses a broad background of current laws, governmental oversight from a variety of agencies, and industry regulations. The focus is the broad requirements across industries, organizations, and consumers. It excludes a focus on specific industries and agencies, such as banks, dams, or defense. During this course you will prepare to defend organizations and enable generic compliance, reduce privacy risks, and prepare to follow proposed laws and regulations. The scope includes all active laws and prepare for new requirements. You will also learn about demands from foreign powers and other states that apply to a broad range of organizations.

TIM-8715 - Frameworks, Models, Standards, and Controls

Semester Credits: 3 **Weeks:** 8
This course reviews a range of frameworks, models, standards, and controls to address a wide variety of needs. You will learn about broad and specific solutions responding to industries or laws. Depending on the specific expectations of the industry, the type of organization, and its location, you will consider appropriate solutions. In practice, one would need to find a way of combining diverse needs into a reasonable approach to establish controls without hampering effective value delivery within the organization. Most frameworks, models, standards, and controls change frequently, implying the need for continuous improvement and strategic planning.

TIM-8720 - Industry Laws, Regulations, and Compliance

Semester Credits: 3 **Weeks:** 8
This course focuses on United States law, regulations, and compliance that targets specific industries at both federal and state levels. Your learning in this course focuses on additional depth for the 16 critical infrastructures and attaining compliance across multiple requirements. In addition, regulations relating to centralized controls and related bodies frequently specify techniques and approaches. In developing areas of the law and regulations, the migration from federal to state and state to federal implies regular change and complexity for compliance. Your learning includes anticipation of changes and multi-period adjustments across internal and external stakeholders.

TIM-8725 - Cyber Policy and Leading Cyber Operations

Semester Credits: 3 **Weeks:** 8
Cybersecurity policy provides guidance to all stakeholders and supports the governance that must be applied throughout the organization. The deployment of policy and leadership of cyber operations provides the execution channel for policy. In this course, you will learn about the structures that support policy and governance. You will review needs and devise solutions to enable sound cybersecurity responses, including both the creation of policy and its implementation. In addition, consideration is given to the needs of distributed organizations, outsourcing, and the implications of links to external parties.

Data Science

TIM-8500 - Principles of Data Science

Semester Credits: 3 **Weeks:** 8
This course provides an introduction and overview of data science in order to make informed decisions about business needs. The objective of this course is to introduce you to the nature and methods of data science at the doctoral level. While data science is a varied and nuanced field that generally combines computer science with advanced mathematics, it's application in research and industry ranges from understanding problem statements to producing insights using validated methods. You will explore data science life cycle and determine appropriate design methods and management of data to fit the context of research and/or industry issues.

TIM-8515 - Multivariate Analysis

Semester Credits: 3 **Weeks:** 8
This course examines the use of multivariate analysis to provide statistical and applied insight to data science problems. You will apply a variety of multivariate methods by selecting the appropriate models for the research questions posed and the data type. You will engage in hypothesis testing using parameters of multivariate data. Specifically, you will develop problem solutions by analyzing multidimensional data to derive meaningful insights into problem statements. Finally, you will present your results and actionable insights in an appropriate format for your audience.

TIM-8520 - Inferential and Predictive Analytics

Semester Credits: 3 **Weeks:** 8
Establishing insights concerning population estimates, while understanding and communicating knowledge about variance in likely outcomes, is a fundamental skill of a data scientist. At the doctoral level, you will apply this understanding to the delivery of documentation for an audience of stakeholders who hinge key business decision-making on understanding the likelihood of an event's occurrence. Within the academic setting, this understanding drives the development of foundational knowledge for research in the resolution of problem settings. In this course you will learn how to understand probability functions to apply your knowledge as a decision-maker or educator.

TIM-8535 - Univariate Analysis

Semester Credits: 3 **Weeks:** 8
This course examines current techniques and methods utilized in manipulating data in quantitative analysis. You will analyze processes within data science that help organize large data sets. You will explore the differences in statistical reasoning based on Frequentists and Bayesian philosophy and will analyze output based on Artificial Neuron Network analysis.

TIM-8540 - Critical Analysis, Interpreting, and Reporting Data

Semester Credits: 3 **Weeks:** 8
The ability to generate insights from data is a critical data science competency. As part of this course, you will expand upon your understanding of ethics regarding data reporting. As such, you will be required to develop standards needed to improve integrity and validity of data. This course also covers textual and tabular reporting concepts and formats used in data science. During this course, you will evaluate methods for communicating data outputs and outcomes. You will end the course by creating a data presentation report and executive memo that adheres to industry standards.

TIM-8590 - Data, Information, Knowledge Policy and Strategy

Semester Credits: 3 **Weeks:** 8
New data science technologies and programs should be aligned to the organizational mission, vision, and values; thus, it is important for technology leaders to develop data, information, and knowledge management policies. During this advanced course in data and knowledge management, you will develop an enterprise data governance strategy that integrates industry standards and best business practices in data science. You will also design metrics to measure and analyze data integrity to ensure data validity, evaluate various influences on enterprise data and knowledge management, and recommend data management solutions.

DMFT Courses

DMFT-7000 - Foundations of Relational/System Ethics and Practice

Semester Credits: 3 **Weeks:** 8
This doctoral-level course is designed for students without a background in relational/systemic clinical theory. It focuses on the key elements of relational/systemic ethics and clinical practice, including the theories commonly used in marriage and family therapy (MFT). The purpose of the course is to prepare students for the foundational and specialization courses in the DMFT

program. In this course you will examine the core elements of relational/systemic ethics, systems theory and cybernetics, and MFT theories. An emphasis is on the implications of using a relational/systemic clinical lens, including how doing so impacts your professional identity.

DMFT-7112 - Program Evaluation and Monitoring in MFT

Semester Credits: 3 **Weeks:** 12
In this doctoral-level course, you will focus your attention on the fundamentals of evaluating and monitoring human services programs. The purpose of this course is to prepare you to conduct quantitative, qualitative, and mixed methods formative and summative program evaluations. Special emphasis is placed on evaluating programs and clinical outcomes using the relational/systemic perspective of Marriage and Family Therapy. In this course, you will develop your abilities to collaborate with stakeholders in developing evaluation plans that ensure evaluation processes meet the needs of multiple stakeholders. You will consider the various ethical implications of program evaluation and will identify ethical considerations in implementing an evaluation plan and reporting results.

DMFT-7113 - Relational/Systemic Applied Methodologies

Semester Credits: 3 **Weeks:** 12
In this course you will explore various relational/systemic methodologies, including those that might be used in applied doctoral projects. As you do so, you will analyze the foundations and key elements of each, as well as address relevant ethical and diversity-related issues. In addition, as you examine the different types of applied scholarship, you will identify those that seem most relevant to your proposed doctoral project and will sketch an initial blueprint for applying them in your doctoral project.

DMFT-7115 - Relational/Cybernetic Applications in Larger Systems

Semester Credits: 3 **Weeks:** 8
Relational/systemic practice is not bound to the therapy room and carries relevance beyond the family system. In this course you will examine the key elements of relational dynamics and cybernetics as they present in larger macrosystems. You will then explore the application of these concepts relative to the assessment and intervention of organizational and social systems, such as state and federal government, corporations, organizations, and polarized cultural groups. The overall focus of this course will equip you to strategize systemic change on a broader scale through methods that target second/third-order cybernetic change. Emphasis will be placed on engaging such large-scale change in a manner that is culturally sensitive and ethical.

DMFT-7201 - Program Development for MFTs

Semester Credits: 3 **Weeks:** 12
This doctoral-level course focuses on the fundamentals of developing human services programs from a marriage and family therapy (MFT) systemic/relational perspective. You will review and analyze well-designed prevention, early intervention, and clinical treatment programs by providing case conceptualization and (treatment/program) planning using integrated, multiple systems perspectives. You will understand the different stages and implementations of evidence-based programs. Then, you will develop a program of your choice using a standard format for program proposals: problem statement, goals and objectives, methodology or program description, evaluation plan, and executive summary. Throughout, you will apply relational/systemic theory and concepts as appropriate to identify key contributions that MFTs can bring to the process of program development.

DMFT-7202 - Grant Writing Concepts and Approaches for MFTs

Semester Credits: 3 **Weeks:** 12
This doctoral-level course focuses on the fundamental concepts of and approaches to grant writing and responses to Requests for Proposals (RFPs). The purpose of this course is to prepare students to seek, identify, and respond to different types of funding opportunities. Special emphasis is placed on developing applications and responses using the systemic/relational conceptual framework of Marriage and Family Therapy as a template for developing prevention, early intervention, or full-

scale/multidisciplinary programs. Particular focus will be devoted to using internet resources to access grantors' grant and program announcements, requests for proposals, strategic plans, and funding priorities. You will consider the ethical and political implications of various funding sources in pursuing funds.

DMFT-7501 - Foundations of Relational/Systemic Intervention

Semester Credits: 3 **Weeks:** 8
In this course, you will be prepared for success in the doctorate of marriage and family therapy program (DMFT) at the University. You are introduced to relevant academic communities, professional standards, and doctoral-level expectations while completing an applied doctoral degree in MFT. In addition to a review of the evolution of the MFT field, you will examine the system-based framework and the various environments in which relational/systemic interventions can be applied. Critical thinking, research appraisal, and the role of culture in systemic practice are emphasized. You will also explore potential topics for an applied doctoral project. Upon course completion, you will have a professional growth plan that will contribute to the achievement of your professional goals.

DMFT-7502 - Fundamentals of Scholarly Writing

Semester Credits: 3 **Weeks:** 12
This course focuses on the review of literature and scholarly writing in the field of Marriage and Family Therapy. The course emphasizes preparation for an applied doctoral project focused on issues at the local, community, or societal level. In this course, you will a) conduct effective literature searches; b) write comprehensive, critical, and synthesized reviews of the literature; c) explore and examine frameworks; d) explain ethical issues related to the topic; and e) address diverse, marginalized, and/or underserved populations in the literature and applied projects.

DMFT-7503 - Relational/Systemic Approaches to Research and Scholarship

Semester Credits: 3 **Weeks:** 12
This research methods course provides you with the skills needed to critique existing research and apply the findings to successfully complete an applied doctoral project. In this course you will explain the foundational aspects of MFT research and consider the elements involved in critiquing research relevant to different applied projects. You will also address ethical and diversity issues in relational/systemic research. You will apply this knowledge and these skills to develop an applied project outline.

DMFT-8702 - Practice/Organization Marketing

Semester Credits: 3 **Weeks:** 12
In this doctoral course, students are introduced to the fundamentals of marketing as applied to the MFT practice organization and marketing. Topics such as strategizing, networking, advertising, public speaking, publishing and volunteering will be reviewed. Students will have an opportunity to develop essential marketing skills needed to thrive in agency work and/or private practice, including finding a niche, maximizing one's scope of practice, building one's brand, creating a consulting base and establishing a service contract. Students will also have an opportunity to develop a personalized marketing plan.

DMFT-8704 - Systems Consultation

Semester Credits: 3 **Weeks:** 12
This doctoral-level course invites students to look at an organization from a systems-based perspective, examining the patterns of interactions, current events, and managerial solutions, while keeping in mind foundational concepts of general systems theory (GST). Students will learn how to use their systemic training to consult with personnel from a variety of organizations including medical field, academia, corporations, justice system, faith-based organizations, military, sports organizations, and family businesses. Students will have an opportunity to design a proposal to offer systems consultation services.

DMFT-8705 - Systemic Leadership

Semester Credits: 3 **Weeks:** 12
What makes a person an effective leader? This doctoral level course will engage students in developing a better understanding of the leadership role, styles, philosophy, and behaviors. The students will also examine and apply the concepts of general systems theory (GST) and their application to the creation of a successful leadership style.

DMFT-8706 - The Business of Therapy

Semester Credits: 3 **Weeks:** 12
This doctoral-level course provides an exploration of the business aspects of marriage and family therapy for students in the DMFT program. The emphasis of the course is on providing a working knowledge of business development and management as it relates to private practice and family therapy businesses. The purpose of the course is to assist students in understanding the principles and processes needed to develop, manage, and grow a successful family therapy business.

DMFT-8715 - Creating and Sustaining Optimal Organizational Systems

Semester Credits: 3 **Weeks:** 8
Developing and maintaining healthy organizations requires effort and insight. In this course you will review resources necessary as a leader to create and sustain optimal organizational systems. You will explore theories, models, and approaches for organizational development and maintenance. As you do so, you will attend to relevant diversity, equity, and inclusion issues, as well as examine the ways systems theory informs such efforts.

DMFT-8716 - Managing and Addressing Conflict and Dysfunction within Organizations

Semester Credits: 3 **Weeks:** 8
Whenever individuals interact, conflict is inevitable. Whether that conflict is constructive or destructive is another matter. In this course you will examine leadership approaches for dealing with conflict and dysfunctional organizational systems. The centrality of power, hierarchy, and communication in organizational functioning will be considered. You will explore the bidirectional nature of conflict and dysfunction, as well as preventive and intervention strategies for addressing these challenges. You will also attend to the application of relational/systemic ethics within organizations. Emphasis will also be placed on culturally competent methods for addressing organization conflict and dysfunction.

DMFT-8717 - Project Management and Strategic Planning

Semester Credits: 3 **Weeks:** 8
Organizations cannot thrive unless they have a vision or plan for their future. Strategic planning is a key competency of effective organizational leaders. In addition, part of organizational change involves successfully managing organizational projects—whether routine or facilitative of organizational change. The focus of this course is twofold. You will address the components and process of strategic planning. In addition, you will examine the fundamentals of project management. In both of these endeavors, you will identify the value of sensitivity to culture and diversity, as well as systemic dynamics.

DMFT-8951 - DMFT Doctoral Practicum

Semester Credits: 3 **Weeks:** 12
This course provides DMFT students with an opportunity to engage in ongoing advanced therapeutic practice. Emphasis is placed on the continued development of therapy and assessment skills, theoretical integration, and personal growth. Because all students must have at least a master's degree in marriage and family therapy or related discipline to register for this course, we assume all students are at least minimally competent as clinicians. The emphasis in the DMFT Practicum is on continued growth, and development in professional identity as a doctoral level therapist. Students with an LMFT license (or equivalent) are not required to have an on-site supervisor. All other students must have an on-site supervisor. All students will participate weekly in the online

supervision group, and students who are not LMFTs will also meet at least weekly with their on-site supervisor. All students must be clinically active throughout Practicum, though there are no specific hours requirements. All students must document what they actually do. If students are using the DMFT Practicum to work toward full licensure as LMFTs, they must be sure that they are also meeting the appropriate State regulatory board requirements for Associate license (or equivalent) supervision.

DMFT-8972 - Systemic Organizational Leadership Practicum

Semester Credits: 3 **Weeks:** 12
In this course you will have an opportunity to demonstrate your relational/systemic competence. Emphasis is placed on demonstrating organizational and leadership skills with diverse populations, advanced application of relational/systemic models, ethical decision-making, cultural humility, organizational conceptualization, and professional growth. A goal of the course is for you to consolidate, develop and enhance your identity as a relational/systemic practitioner in organizational contexts. In this course you will engage in professional discussions, share examples of your organizational and leadership skills, navigate person of the leader issues, and explore the landscape of systemic organizational leadership. You must be professionally active during the course and participate in weekly consultation.

DMFT-8981 - Relational/Systemic Doctoral Internship I

Semester Credits: 1 **Weeks:** 12
During this course you will carry out your internship contract by engaging in activities for 20 hours per week to advance your clinical, research, scholarly, and/or professional skills. You will meet weekly with a local supervisor/mentor who was chosen for their fit with your proposed internship activities. Your internship activities should reflect your program specialization. Towards the end of the course, you will submit the agreed upon deliverables for the internship experience, demonstrating progress on your own goals, as well as your growth relative to the learning outcomes for the course.

DMFT-8982 - Relational/Systemic Doctoral Internship II

Semester Credits: 1 **Weeks:** 12

During this second internship course, you will continue to engage in your contracted activities for 20 hours per week, further advancing your clinical, research, scholarly, and/or professional skills. Throughout this course, you will meet weekly with a local supervisor/mentor who was chosen for their fit with your proposed internship activity. Your internship activities should reflect your program specialization. Toward the end of the course, you will submit the agreed upon deliverables for the internship experience, demonstrating progress on your own goals, as well as your growth relative to the learning outcomes for the course.

DMFT-8983 - Relational/Systemic Doctoral Internship III

Semester Credits: 1 **Weeks:** 12
During this final internship course, you will continue to engage in your contracted activities for 20 hours per week, further advancing your clinical, research, scholarly, and/or professional skills. Throughout this course, you will meet weekly with a local supervisor/ mentor who was chosen for their fit with your proposed internship activities. Your internship activities should reflect your program specialization. Toward the end of the course, you will submit the agreed upon deliverables for the internship experience, demonstrating progress on your own goals, as well as your growth relative to the learning outcomes for the course.

Dissertation Completion Pathway

DCP-8001 - Scholarly Writing and Synthesis of Literature

Semester Credits: 3 **Weeks:** 12
This course builds upon previous doctoral coursework to assist you in creating a synthesized review of current, peer-reviewed

literature focused on your eventual dissertation or applied doctoral project topic. You will develop effective literature search strategies. Techniques to synthesize and organize research literature will be addressed. You will practice scholarly writing skills reflecting a synthesis of divergent viewpoints and contrasting perspectives.

DCP-8002 - Designing Scholarly Research

Semester Credits: 3 **Weeks:** 12
Prerequisites: You will enroll in this course after successfully completing DCP-8001 - Scholarly Writing and Synthesis of Literature

In this course, you will develop a first draft of the evidence-based and aligned problem, gap, and purpose statements and align this with an appropriate methodology and design. At this stage, the aim is not to determine or approve your research proposal since this is ultimately a discussion between you and your chair. However, the work completed during 8002 could potentially serve as a starting point for writing your dissertation/applied doctoral project. This course is designed to continue to build upon prior doctoral-level research coursework and bridge you to the pre-dissertation prospectus.

DCP-8003 - Dissertation Intensive

Semester Credits: 2 **Weeks:** 6

This course allows maximum engagement and interaction between DCP faculty, support services staff, and cohort groups. You will develop a sense of urgency and strategies for being academically successful. The course allows you to find cohort members and allows faculty to teach strategies for success. You will learn to integrate work from other DCP bridge courses to help solidify your study design, methodology, and approach while formulating the information in the context of the available literature
*Note – Students should work with their Academic and Finance Advisor for scheduling the enrollment start date of the course to align and plan the travel requirements of the intensive session.

Doctoral Sequence

DIS-9901A - Components of the Dissertation

Semester Credits: 3 **Weeks:** 12
Students in this course will be required to complete Chapter 1 of their dissertation proposal including a review of literature with substantiating evidence of the problem, the research purpose and questions, the intended methodological design and approach, and the significance of the study. A completed, committee approved (against the minimum rubric standards) Chapter 1 is required to pass this course successfully. Students who do not receive approval of Chapter 1 to minimum standards will be able to take up to three supplementary 8-week courses to finalize and gain approval of Chapter 1.

DIS-9901B - Components of the Dissertation Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course are required to complete Chapter 1 of their dissertation proposal, which includes the research problem to be investigated, its background the study's purpose, and supporting evidence for the study's significance. A completed, committee-approved (against the minimum rubric standards) Chapter 1 is required before student may advance to DIS-9902A. Students who do not receive approval of Chapter 1 will take DIS-9901C to finalize and gain approval of Chapter 1.

DIS-9901C - Components of the Dissertation Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course are required to complete Chapter 1 of their dissertation proposal, which includes the research problem to be investigated, its background the study's purpose, and supporting evidence for the study's significance. A

completed, committee-approved (against the minimum rubric standards) Chapter 1 is required before student may advance to DIS-9902A, Students who do not receive approval of Chapter 1 will take DIS-9901D to finalize and gain approval of Chapter 1.

DIS-9901D - Components of the Dissertation Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course are required to complete Chapter 1 of their Dissertation Proposal, which includes the research problem, background of the study, purpose of the study, and supporting evidence for the significance of the study. Your Committee must approve (against the minimum rubric standards) Chapter 1 before you may advance to DIS-9902A. Students who do not receive approval of Chapter 1 will be dismissed from the program.

DIS-9902A - The Dissertation Proposal

Semester Credits: 3 **Weeks:** 12
Students in this course will be required to work on completing Chapters 1-3 of their dissertation proposal and receive committee approval for the Dissertation Proposal (DP) in order to pass the class. Chapter 2 consists of the literature review. Chapter 3 covers the research methodology method and design and to includes population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, committee-approved Chapters 2 and 3 are required and, by the end of the course, a final approved dissertation proposal (against the minimum rubric standards). Students who do not receive approval of the dissertation proposal will be able to take up to three supplementary 8-week courses to finalize and gain approval of these requirements.

DIS-9902B - The Dissertation Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will be required to complete Chapters 1-3 of their dissertation proposal and receive committee approval for the Dissertation Proposal (DP). Chapter 2 consists of the literature review. Chapter 3 covers the research methodology to include population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, committee approved Chapters 2 and 3 are required in addition to a completed, approved dissertation proposal (against the minimum rubric standards) before students may move to DIS-9903A. Students who do not receive approval of the dissertation proposal will be enrolled in DIS-9902C to finalize and gain approval of these requirements.

DIS-9902C - The Dissertation Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will be required to complete Chapters 1-3 of their dissertation proposal and receive committee approval for the Dissertation Proposal (DP). Chapter 2 consists of the literature review. Chapter 3 covers the research methodology to include population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, committee approved Chapters 2 and 3 are required in addition to a completed, approved dissertation proposal (against the minimum rubric standards) before students may move to DIS-9903A. Students who do not receive approval of the dissertation proposal will be enrolled in DIS-9902D to finalize and gain approval of these requirements.

DIS-9902D - The Dissertation Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will be required to complete Chapters 1-3 of their Dissertation Proposal and receive Committee approval for the Dissertation Proposal (DP). Chapter 2 consists of the literature review. Chapter 3 covers the research methodology to include population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. In this course, a completed, Committee approved Chapters 2 and 3 are required, in addition to a completed and

approved Dissertation Proposal (against the minimum rubric standards) before students may move to DIS-9903A. Students who do not receive approval of the Dissertation Proposal will be dismissed from the program.

DIS-9903A - Institutional Review Board (IRB) and Data Collection

Semester Credits: 3 **Weeks:** 12
Students in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. Students still in data collection at the end of the 12-week course will be able to take up to three supplementary 8-week courses to complete data collection and file an IRB study closure form.

DIS-9903B - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. They then will be enrolled in DIS-9904A. Students still in data collection at the end of this course will be enrolled in DIS-9903C to complete data collection and file an IRB study closure form.

DIS-9903C - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. They then will be enrolled in DIS-9904A. Students still in data collection at the end of this course will be enrolled in DIS-9903D to complete data collection and file an IRB study closure form.

DIS-9903D - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will be required to prepare, submit, and obtain approval of their IRB application, collect data, and submit a final study closure form to the IRB. They then will be enrolled in DIS-9904A. Students still in data collection at the end of this course will be removed from the program.

DIS-9904A - The Dissertation Manuscript and Defense

Semester Credits: 3 **Weeks:** 12
In this dissertation course students work on completing Chapters 4 and 5 and the final Dissertation Manuscript. Specifically, students will complete their data analysis, prepare their study results, and present their findings in an Oral Defense and a completed manuscript. A completed, Committee approved (against the minimum rubric standards) Dissertation Manuscript and successful Oral Defense are required to complete the course and graduate. Students who do not receive approval for either or both their Dissertation Manuscript or defense can take up to three supplementary 8-week courses to finalize and gain approval of either or both items as needed.

DIS-9904B - The Dissertation Manuscript and Defense Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will work on completing Chapters 4 and 5 and the final Dissertation Manuscript. Specifically, students will complete their data analysis, prepare their study results, and present their findings in an oral defense and a completed manuscript. A completed, committee approved (against the minimum rubric standards) Dissertation Manuscript and Defense are required to complete the course and graduate. Students who do not receive approval for either or both their Dissertation Manuscript or defense will be enrolled in DIS-9904C to finalize and gain approval of either or both items as needed.

DIS-9904C - The Dissertation Manuscript and Defense Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will work on completing Chapters 4 and 5 and the final Dissertation Manuscript. Specifically, students will complete their data analysis, prepare their study results, and present their findings in an oral defense and a completed manuscript. A completed, committee approved (against the minimum rubric standards) Dissertation Manuscript and Defense are required to complete the course and graduate. Students who do not receive approval for either their Dissertation Manuscript or defense will be enrolled into DIS-9904D to finalize and gain approval of either or both items as needed.

DIS-9904D - The Dissertation Manuscript and Defense Supplemental

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will work on completing Chapters 4 and 5 and the final Dissertation Manuscript. Specifically, students will complete their data analysis, prepare their study results, and present their findings in an oral defense and a completed manuscript. A completed, committee approved (against the minimum rubric standards) Dissertation Manuscript and Defense are required to complete the course and graduate. Students who do not receive approval for either their Dissertation Manuscript or defense will be removed from the program.

DIS-9911A - Applied Doctoral Introduction

Semester Credits: 3 **Weeks:** 12
In this 12-week course, you will complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be able to take up to three supplemental 8-week courses to finalize and gain approval of Section 1.

DIS-9911B - Applied Doctoral Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be enrolled in DIS-9911C to finalize and gain approval of Section 1.

DIS-9911C - Applied Doctoral Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be enrolled in DIS-9911D to finalize and gain approval of Section 1.

DIS-9911D - Applied Doctoral Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be dismissed from the program.

DIS-9912A - Applied Doctoral Proposal

Semester Credits: 3 **Weeks:** 12
In this 12-week course, you will compose all relevant subsections of Section 2: Methodology and Design and complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be able to take up to three 8-week supplementary courses to finalize and gain approval of Section 2 and your completed proposal.

DIS-9912B - Applied Doctoral Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to compose all relevant subsections of Section 2: Methodology and Design and complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be enrolled in DIS-9912C to finalize and gain approval of Section 2 and your completed proposal.

DIS-9912C - Applied Doctoral Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to compose all relevant subsections of Section 2: Methodology and Design and complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be enrolled in DIS-9912D to finalize and gain approval of Section 2 and your completed proposal.

DIS-9912D - Applied Doctoral Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to compose all relevant subsections of Section 2: Methodology and Design and complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be dismissed from the program.

DIS-9913A - Institutional Review Board (IRB) and Data Collection

Semester Credits: 3 **Weeks:** 12
In this course, you will prepare, submit, and obtain a determination from the Institutional Review Board (IRB) application before collecting data and, if applicable, executing your project modeling. You will also submit documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 12-week course, you will be able to take up to three supplemental 8-week courses to complete the required components.

DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain a determination from the Institutional Review Board (IRB) before collecting data and, if applicable, executing your project modeling. You will also submit documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 8-week course, you will be enrolled in DIS-9913C to finalize and gain approval of the required components.

DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain a determination from the Institutional Review Board (IRB) before collecting data and, if applicable, executing your project modeling. You will also submit documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 8-week course, you will be enrolled in DIS-9913D to finalize and gain approval of the required components.

DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain a determination from the Institutional Review Board (IRB) before collecting data and, if applicable, executing your project modeling. You will also submit documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 8-week course, you will be dismissed from the program.

DIS-9914A - Applied Doctoral Manuscript

Semester Credits: 3 **Weeks:** 12
In this 12-week course, you will complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be able to take up to three supplemental 8-week courses to finalize these requirements and be eligible to graduate.

DIS-9914B - Applied Doctoral Manuscript Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be enrolled in DIS-9914C to finalize these requirements and be eligible to graduate.

DIS-9914C - Applied Doctoral Manuscript Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be enrolled in DIS-9914D to finalize these requirements and be eligible to graduate.

DIS-9914D - Applied Doctoral Manuscript Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and

guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be dismissed from the program.

Doctoral Sequence – Business

CMP-9601B - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9601CJ - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure you have mastered knowledge of your discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. You will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9601PA - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701B - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701HR - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701L - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure you have mastered knowledge of your discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. You will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

Doctoral Sequence – Education

CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. You will synthesize discipline-specific content with research designs and methods as you create a prospectus for a problem of applied practice within an educational context. This prospectus will likely become the foundation of your dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed

CMP-9602E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. You will synthesize discipline-specific content with research designs and methods as you create a prospectus for a problem of applied practice within an educational context. This prospectus will likely become the foundation of your dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9603E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. You will synthesize discipline-specific content with research designs and methods as you create a prospectus for a problem of applied practice within an educational context. This prospectus will likely become the foundation of your dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completed all foundational, research, and specialization courses as required by program.

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9702E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completed all foundational, research, and specialization courses as required by program.

The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. Throughout this course, you will synthesize discipline-specific content with scholarly literature as you create a prospectus for a theoretically based research study focused on furthering knowledge in the field of education. Ph.D. research has a focus on contribution to theory, whereas EdD research focuses on addressing a researchable problem that has practical applications. The two are similar in that they both apply the scientific method to collect data, analyze data, and present results. However, the results are given greater emphasis in terms of theory for the Ph.D. In the Ph.D. degree, you will therefore conduct research that contributes to the broader discipline rather than a specific problem rooted in an applied, professional practice. This prospectus will likely become the foundation of your Ph.D. dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9703E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completed all foundational, research, and specialization courses as required by program.

The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. Throughout this course, you will synthesize discipline-specific content with scholarly literature as you create a prospectus for a theoretically based research study focused on furthering knowledge in the field of education. Ph.D. research has a focus on contribution to theory, whereas EdD research focuses on addressing a researchable problem that has practical applications. The two are similar in that they both apply the scientific method to collect data, analyze data, and present results. However, the results are given greater emphasis in terms of theory for the Ph.D. In the Ph.D. degree, you will therefore conduct research that contributes to the broader discipline rather than a specific problem rooted in an applied, professional practice. This prospectus will likely become the foundation of your Ph.D. dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed.

Doctoral Sequence - Health Administration

CMP-9701HA - DHA Pre- Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
In this course, you will begin to assimilate the knowledge and skills gained throughout your program as you formulate your applied health administration/healthcare management dissertation project. Your faculty mentor for this course will also be your applied dissertation committee chair. Working in close collaboration with your Chair, you will develop the pre-candidacy DHA prospectus. The prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design an applied dissertation project as an investigator before moving on to the dissertation coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. A minimum B-grade is required to move to your Applied Doctoral Experience courses.

Doctoral Sequence – Marriage and Family Sciences

CMP-9611M - DMFT Portfolio I

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, in the beginning stage of your doctoral program, your academic, scholarly, clinical, and professional knowledge and skills. In this course, you will identify goals you will work to accomplish during the program as well as examine your personal and professional identity as a relational/systemic practitioner. You will refine your professional development plans and provide artifacts indicating you have acquired competencies in several key domains. This

course must be successfully completed with at least a B grade prior to beginning the doctoral project courses and may only be retaken once.

CMP-9612M - DMFT Portfolio II

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, in the middle of your doctoral program, your academic, scholarly, clinical, and professional knowledge and skills. In this course, you will identify goals you will work to accomplish during the program as well as examine your personal and professional identity as a relational/systemic practitioner. You will refine your professional development plans and provide artifacts indicating you have acquired competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the doctoral project courses and may only be retaken once.

CMP-9613M - DMFT Portfolio III

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, near the end of your doctoral program, your academic, scholarly, clinical, and professional knowledge and skills. In this course, you will identify goals you will work to accomplish during the program as well as examine your personal and professional identity as a relational/systemic practitioner. You will refine your professional development plans and provide artifacts indicating you have acquired competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the doctoral project courses and may only be retaken once.

CMP-9701M - Doctoral Portfolio I

Semester Credits: 1 **Weeks:** 4
This course provides students the opportunity to prepare a collection of documents or artifacts that represent their progress through the program, as well as the achievement of specific academic and professional goals.

CMP-9702M - Doctoral Portfolio II

Semester Credits: 1 **Weeks:** 4
In this course students will add to and refine the collection of documents or artifacts that represent their progress through the program, as well as the achievement of specific academic and professional goals.

CMP-9703M - Doctoral Portfolio III

Semester Credits: 1 **Weeks:** 4
In this course students will add to and refine the collection of documents or artifacts that represent their progress through the program, as well as the achievement of specific academic and professional goals.

Doctoral Sequence – Psychology

CMP-9701P - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

Doctoral Sequence - Technology

CMP-9701CS - PhD Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701CY - PhD Cybersecurity Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completion of courses in core sequence.

The Pre-Candidacy Prospectus course is intended to ensure students have mastered knowledge of their discipline within cybersecurity prior to doctoral candidacy status and are able to demonstrate the ability to design empirical research as an investigator before moving on to the dissertation research coursework. During this course, you will demonstrate the ability to synthesize empirical, peer-reviewed research to prepare for the dissertation sequence of courses. This course should be completed only after the completion of all foundation, specialization, and research courses.

CMP-9701DS - PhD Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to doctoral candidacy status and are able to demonstrate the ability to design empirical research as an investigator before moving on to the dissertation research coursework. During this course, you will demonstrate the ability to synthesize empirical, peer reviewed research to prepare for the dissertation sequence of courses. This course should be completed only after the completion of all foundation, specialization, and research courses.

CMP-9701T - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

Early Childhood Education

ECE-5002 - Growth and Development of Young Children

Semester Credits: 3 **Weeks:** 8
Students will explore theories and research related to early childhood development. Specifically, the intellectual, social, emotional, and physical growth and development of infants, toddlers, and young children will be examined. Implications center on the construction of developmentally appropriate early childhood education instructional programs. Multicultural and anti-bias issues in early childhood settings are also introduced. Students will better understand culturally relevant methods for working with children and their families.

ECE-5003 - Administration of Early Childhood Programs

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on the administrative development and implementation of early childhood programs for a variety of age groups and purposes. Curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures, and state guidelines/regulations are also addressed. Skills are gained through practical application of these topics.

ECE-5005 - Children and Families in a Diverse Society

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze strategies for engaging and communicating with diverse families, guardians, and caregivers of the young child. You will also investigate the development of identity in early childhood and explore culturally responsive, anti-bias attitudes and beliefs in early childhood settings.

ECE-5007 - Children's Literature

Semester Credits: 3 **Weeks:** 8
In this course, you will examine effective strategies for using literature to support emerging literacy skills. You will consider a variety of criteria for selecting high-quality literature in all genres for infants, toddlers, preschoolers, and primary age children. You will also explore how families and communities support literacy acquisition. Upon completion of this course, you will have a comprehensive understanding of high-quality children's literature and its use as a teaching tool for literacy development in educational settings from infancy to age 8.

ECE-5009 - Early Childhood Education Capstone

Semester Credits: 3 **Weeks:** 8
This capstone course represents the culmination of your work in the early childhood specialization. In this course, you will reinforce what you have learned about relevant theories, contexts, leadership, and national standards for early childhood education. You will then demonstrate your learning through the creation of an early childhood education program. Throughout the course, you will consider relationships with all stakeholders, including the children, caregivers, communities, and professional colleagues

ECE-5010 - Foundations of Early Childhood Education

Semester Credits: 3 **Weeks:** 8
In this foundational course, you will explore early childhood education from multiple perspectives. These roles will include the role of the contemporary early childhood educator and social, economic, and political factors influencing the field, particularly diversity, equity, and inclusion. You will examine theories, research, and internationally recognized standards of quality in early childhood education. You will emerge from the course equipped with a useful overview with which to pursue the remaining courses in the specialization.

ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs

Semester Credits: 3 **Weeks:** 8
In ECE-7002, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.

ECE-7005 - Early Childhood Curriculum and Assessment

Semester Credits: 3 **Weeks:** 8
In this course, students explore the theory, research, and trends related to the curriculum and assessment of young children enrolled in early childhood education programs. Developmentally appropriate early childhood lesson plans and activities will be explored and analyzed. Standardized and classroom assessments will be researched and evaluated.

ECE-7007 - Early Childhood Literacy and Literature

Semester Credits: 3 **Weeks:** 8
In this course, students will discuss literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Emphasis will be placed on writing, spelling, and literacy development; motivating reading and writing; language and vocabulary development; the importance of family literacy partnerships; and analyzing, selecting, and responding to children's literature.

ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on the development of partnerships between early childhood educators, families, and communities. Encouraging involvement and communicating with families and communities in early childhood education programs will be researched and analyzed. Topics include child abuse, child advocacy, formulating effective strategies for working with families of special needs children, and societal trends and issues specific to diversity.

ECE-7010 - Principles of Early Childhood Education

Semester Credits: 3 **Weeks:** 8
This course presents an overview of early childhood education, which includes children from Pre-K through Grade Three. You will explore the basic tenets, theories, and standards relevant to the field, particularly developmentally appropriate practices and principles of diversity, equity, and inclusion. The important role of parents, caregivers, and communities is also discussed. This course should be the first in the course sequence If you are pursuing a specialization or post-master's certificate in early childhood education.

ECE-7030 - Topics in Early Childhood Program Administration

Semester Credits: 3 **Weeks:** 8
The focus of this course is the administration of early childhood programs. You will examine program models, relevant theories, state expectations, educator competencies, and the role of leadership in developing and implementing early childhood programs. You will pay particular attention to diversity, equity, and inclusion in program administration. Finally, you will demonstrate your ability to formulate administrative plans that synthesize your learning.

Education

ED-4000A - Dynamics of Schooling in Elementary Education

Semester Credits: 3 **Weeks:** 8
This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students

will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

ED-4000B - Dynamics of Schooling in Secondary Education

Semester Credits: 3 **Weeks:** 8
This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

ED-4000C - Dynamics of Schooling in Special Education

Semester Credits: 3 **Weeks:** 8
This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

ED-4001A - Foundations of School Leadership in Elementary Education

Semester Credits: 3 **Weeks:** 8
This course has been designed to introduce students to the field of educational leadership. Students will 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. Students will understand and choose the most effective leadership, motivational, and decision-making strategies for use in and educational environment.

ED-4001B - Foundations of School Leadership in Secondary Education

Semester Credits: 3 **Weeks:** 8
This course has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED-4001C - Foundations of School Leadership in Special Education

Semester Credits: 3 **Weeks:** 8
This course has been designed to introduce students to the field of educational leadership as a Special Educator. 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 both as an advocate for students with special needs as well as school-wide leadership.

Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED-4002A - The Role of Teacher Leadership in Elementary Education

Semester Credits: 3 **Weeks:** 8
This course provides opportunities for students to investigate the implications of the leadership roles that elementary education teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED-4002B - The Role of Teacher Leadership in Secondary Education

Semester Credits: 3 **Weeks:** 8
This course provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective secondary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED-4002C - The Role of Teacher Leadership in Special Education

Semester Credits: 3 **Weeks:** 8
This course provides opportunities for students to investigate the implications of the leadership roles that special education teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED-4003A - Instructional Paradigms and Technology in Elementary Education

Semester Credits: 3 **Weeks:** 12

The focus of this course is threefold: 1) the student will examine the integration of technology in elementary education instruction; 2) the student will investigate how authentic technology-supported student projects can be used in the classroom; and 3) the student will explore how technology can be used to support a cognitive approach to learning.
Note: *This course requires field experience*

ED-4003B - Instructional Paradigms and Technology in Secondary Education

Semester Credits: 3 **Weeks:** 12

The focus of this course is threefold: 1) the student will examine the integration of technology in secondary education instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning.
Note: This course requires field experience

ED-4003C - Instructional Paradigms and Technology in Special Education

Semester Credits: 3 **Weeks:** 12

The focus of this course is threefold: 1) the student will examine the integration of technology in special education instruction; 2) the student will investigate how authentic technology-supported student projects can be used in the classroom; and 3) the student will explore how technology can be used to support a cognitive approach to learning.
Note: This course requires field experience

ED-4004A - Assessment of Student Learning in Elementary Education

Semester Credits: 3 **Weeks:** 12

Students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices.
Note: This course requires field experience.

ED-4004B - Assessment of Student Learning in Secondary Education

Semester Credits: 3 **Weeks:** 12

Students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices.
Note: This course requires field experience.

ED-4004C - Assessment of Student Learning in Special Education

Semester Credits: 3 **Weeks:** 12

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.
Note: This course requires field experience.

ED-4005A - School and Family Partnerships in Elementary Education

Semester Credits: 3 **Weeks:** 8
Students are provided with an understanding of the scope and 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. This course will provide students with not only the theoretical approach but also the practical approach to work with elementary school students' families.

ED-4005B - School and Family Partnerships in Secondary Education

Semester Credits: 3 **Weeks:** 8
Students are provided with an understanding of the scope and 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. This course will provide students with not only the theoretical approach but also the practical approach to work with secondary school students' families.

ED-4005C - School and Family Partnerships in Special Education

Semester Credits: 3 **Weeks:** 8
Students are provided with an understanding of the scope and 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. This course will provide students with not only the theoretical approach but also the practical approach to work with special education school students' families.

ED-4006A - Safe Schools in Elementary Education

Semester Credits: 3 **Weeks:** 8
Students will be provided with an 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 investigate plans to address traumatic events and how they relate to safe schools at the elementary level.

ED-4006B - Safe Schools in Secondary Education

Semester Credits: 3 **Weeks:** 8
Students will be provided with an 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 school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will investigate plans to address traumatic events and how they relate to safe schools at the secondary level.

ED-4006C - Safe Schools in Special Education

Semester Credits: 3 **Weeks:** 8
This course is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in schools and classrooms for special education. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools.

ED-4007A - The School as Learning Community in Elementary Education

Semester Credits: 3 **Weeks:** 8
The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. The role of the special educator is essential to the learning community as an advocate for the needs of students with exceptionalities. Once established, learning communities require work to sustain their value to the school.

ED-4007B - The School as Learning Community in Secondary Education

Semester Credits: 3 **Weeks:** 8
The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. The role of the special educator is essential to the learning community as an advocate for the needs of students with exceptionalities. Once established, learning communities require work to sustain their value to the school.

ED-4007C - The School as Learning Community in Special Education

Semester Credits: 3 **Weeks:** 8
The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. The role of the special educator is essential to the learning community as an advocate for the needs of students with exceptionalities. Once established, learning communities require work to sustain their value to the school.

ED-4008A - Teaching as Reflective Practice in Elementary Education

Semester Credits: 3 **Weeks:** 8
Reflection is a 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 students with an overview of the reflective thinking process and model. Student will reflect on personal characteristics and skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning in elementary education.

ED-4008B - Teaching as Reflective Practice in Secondary Education

Semester Credits: 3 **Weeks:** 8
Reflection is a critical process that informs decision making and involves experience, research, discussion, and implementation. Teachers who use reflective practice are committed to continuous learning and improvement. This course will provide the student with an overview of the reflective thinking process and model, and will invite the student to reflect on personal characteristics and skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning for secondary education.

ED-4008C - Teaching as Reflective Practice in Special Education

Semester Credits: 3 **Weeks:** 8
Reflection is a critical process that informs decision making and involves experience, research, discussion, and implementation. Teachers who use reflective practice are committed to continuous learning and improvement. This course will provide students with an overview of the reflective thinking process and model, and will invite students to reflect on personal characteristics and skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning.

ED-4009A - Educational Change Processes in Elementary Education

Semester Credits: 3 **Weeks:** 8
Students will review educational change and reform and the impact for teachers and others involved in elementary education. Students will examine the change processes and understand the impact educational change and reform has on the role of the teacher. Students will explore key strategies and challenges of the change process in educational institutions and the roles they can choose to take in the change and reform processes.

ED-4009B - Educational Change Processes in Secondary Education

Semester Credits: 3 **Weeks:** 8
This course examines educational change and its implications and consequences for teachers and others involved in secondary education. Students will examine the change processes and understand the role teachers play in initiating, implementing, or resisting educational change and reform. Students will explore the key strategies and challenges of the change process in educational institutions and in organizations.

ED-4009C - Educational Change Processes in Special Education

Semester Credits: 3 **Weeks:** 8
This course examines educational change and its implications and consequences for teachers and others involved in special education. Students will examine the change processes and understand the role special education teachers play in initiating, implementing, or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.

ED-4010A - Classroom Management in Elementary Education

Semester Credits: 3 **Weeks:** 8
In this course, students will acquire concepts, approaches, and tools for effective behavioral management in the classroom. Students will survey the instructional approaches, resources, and techniques that create seemingly effortless lessons in spite of disruptive behavior. Students will learn classroom management techniques necessary for effective instruction, including environment design, relationships with peers and teacher, family collaboration, establishment of expectations, classroom time management, and student motivation. This course will guide the senior undergraduate students to confidence in fulfilling their professional and legal responsibilities on the first day of class and throughout their elementary teaching tenures. Minimizing unwanted pupil behavior is an objective of elementary educators everywhere, and classroom management style through application is important to skillful pedagogy.

ED-4010B - Classroom Management in Secondary Education

Semester Credits: 3 **Weeks:** 8
In this course, students will acquire concepts, approaches, and tools for effective behavioral management in the secondary classroom. Students will survey the instructional approaches, resources, and techniques that create seemingly effortless lessons in spite of disruptive or violent behavior. Students will learn classroom management techniques necessary for effective secondary instruction, including environment design, relationships with peers and teacher, family collaboration, establishment of expectations, classroom time management, organizing group and independent work, and student motivation. This course will guide the senior undergraduate students to confidence in fulfilling their professional and legal responsibilities on the first day of class and throughout their secondary teaching tenures. Minimizing unwanted learner behavior is an objective of secondary educators everywhere, and classroom management style through application is important to skillful pedagogy.

ED-4010C - Classroom Management in Special Education

Semester Credits: 3 **Weeks:** 8
In this course, students will acquire concepts, approaches, and tools for effective behavioral management in the classroom. Students will survey the instructional approaches, resources, and techniques that create seemingly effortless lessons in spite of disruptive behavior. Students will learn special education classroom management techniques necessary for effective instruction, including environment design, relationships with peers and teacher, family collaboration, establishment of expectations, classroom time management, and student motivation. This course will guide the senior undergraduate students to confidence in fulfilling their professional and legal responsibilities for students with special needs on the first day of class and throughout their teaching tenures. Minimizing unwanted pupil behavior is an objective of educators everywhere, and classroom management style through application is important to skillful pedagogy.

ED-4011A - Elementary Education with Technology

Semester Credits: 3 **Weeks:** 8
This course guides students preparing to teach through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education. Teachers have a need to learn and use the fresh and emerging technologies for their students who are using such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future teachers in the enhancement of learning, increase motivation

and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives state-initiated technological standards, ideas and skills for distance learning, and best practices for integrating technology into teaching.

ED-4011B - Secondary Education with Technology

Semester Credits: 3 **Weeks:** 8
This course guides students preparing to teach through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education. Teachers have a need to learn and use the fresh and emerging technologies for their secondary students who are using such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future secondary level teachers in the enhancement of learning, increase motivation and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives, state-initiated technological standards, ideas and skills for distance learning, and best practices for integrating technology into secondary teaching.

ED-4011C - Special Education with Technology

Semester Credits: 3 **Weeks:** 8
This course guides students preparing to teach students with disabilities through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education, even in special education. Teachers have a need to learn and use the fresh and emerging technologies for their students with disabilities who can then learn to use such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future teachers in the enhancement of learning, increase motivation and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives, state-initiated technological standards, ideas, and skills for distance learning, and best practices for integrating technology into teaching students with disabilities.

ED-5001 - Contemporary Issues in Education

Semester Credits: 3 **Weeks:** 8
In this Master's level course, students will examine the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal and 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, and can formulate a personal response to the issues.

ED-5008 - Teaching Diverse Students

Semester Credits: 3 **Weeks:** 8

This course addresses the meaning and importance of diversity within the school environment, with an emphasis on adapting instruction to meet the unique needs of diverse students. Additional supporting topics include understanding issues related to multicultural education as well as the roles of teachers, school administrators, parents, and the broader community in cultivating a positive school culture and reducing achievement gaps.

ED-5012 - Leadership in Educational Organizations

Semester Credits: 3 **Weeks:** 8
This course is about effective leadership in educational organizations. The course is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership in

positively impacting schooling across the United States. As you consider your own leadership theories and philosophies, you will explore the influence of national standards and local school culture, climate, and performance.

ED-5013 - School Finance

Semester Credits: 3 **Weeks:** 8
In this course, students will develop 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.

ED-5015 - School Safety

Semester Credits: 3 **Weeks:** 8
In this course, students will be introduced to a set of standards that educators can use to evaluate their school's safety plan and procedures. The course also addresses several theoretical perspectives through which students can come to understand school safety. Topics include: positive cultures and climates, emergency/crisis management plans, bullying, safety partnerships, and strategic safety planning.

ED-5016 - Instructional Supervision and Leadership

Semester Credits: 3 **Weeks:** 8
The purpose of this course is to examine the theoretical framework and practical applications of instructional leadership within the economic, social, political, and educational context of schooling. This course proposes a concept of supervision and leadership designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual needs. Emphasis is placed upon you gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

ED-5022 - Educational Policies and Practices

Semester Credits: 3 **Weeks:** 8

In this Master's level course, students will focus on research and theory in developing effective schools. Topics include aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Students explore current educational trends in policy and practice to promote the establishment of effective educational climates for teaching and learning.

ED-5023 - Multicultural Relationships in Educational Organizations

Semester Credits: 3 **Weeks:** 8
The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course, you will explore multicultural relationships from multiple perspectives within educational organizations. These perspectives include historical and legal events, characteristics of culture, and the role of culture in learning. You will also examine diversity, equity, and inclusion as interconnected aspects of multicultural education.

ED-5029 - Measurement and Assessment in Education

Semester Credits: 3 **Weeks:** 8
In this course, students will acquire the fundamental concepts, principles, and techniques of educational measurement and classroom assessment. Students acquire competence in the planning and development of informal classroom assessments and the

evaluation of standardized tests. Topics include: criterion-referenced tests, norm-referenced tests, informal observations, portfolios, and alternative means of assessment.

ED-5031 - Policy and Politics in the Administration of Education

Semester Credits: 3 **Weeks:** 8
Students enrolled in this course will explore the latest in research in the politics and policies in education. Special emphasis is placed on governance, curriculum and standards, accountability, community relations, finance, and school choice. Students will address topics in this class such as how to interact with business leaders, local institutions of higher education, boards of education and community leaders, parents, and other stakeholders. Internal and external issues such as relationships with colleagues and team members will also be explored.

ED-5034 - School Community Relations

Semester Credits: 3 **Weeks:** 8
In this course, students will be introduced 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 assist educational leaders as they strive to instill public confidence in community schools, improve school quality, and improve student learning.

ED-5036 - Innovation and Change

Semester Credits: 3 **Weeks:** 8
In this course, students will explore various change theories, and best practices for successful implementation in the workplace. Issues of visioning, coalition building, creating and promoting change agenda, and building capacity for change are also examined. Opportunity to investigate one's personal reaction and response to change is highlighted.

ED-5038 - The Art and Science of Adult Education

Semester Credits: 3 **Weeks:** 8
In this course, students will gain a knowledge base organized around four domains: professional attitudes; historical, social, and philosophical context; adult learning and development; and, organization and administration of adult programs. Topics include: adult learning theory, training and development, motivation, and learning modalities.

ED-5040 - Leadership for Learning Communities

Semester Credits: 3 **Weeks:** 8
In this course, students will explore current and future leadership strategies and current trends and issues. Students will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change. Topics include: change theory, change agents, and leadership in learning organizations.

ED-5041 - Adult Learning Strategies to Improve Organizational Efficacy

Semester Credits: 3 **Weeks:** 8
In this course, students will gain a knowledge base of professional strategies to use in the organization and administration of adult learning experiences. Students will identify the differences between traditional and adult learners and evaluate factors that facilitate adult learning. In addition, students will understand how strategies applied based on adult learning theory ultimately improve organizational effectiveness.

ED-5042 - Intercultural Communication

Semester Credits: 3 **Weeks:** 8
In this course, students will examine communication theory, cultural history, cultural identity, worldviews, and values. Topics include intercultural communication, stereotypes, nonverbal communication, workplace communication, cultural structure, and diversity.

ED-5044 - Technology and a Vision for the Future

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the application of both existing and emerging technologies to the learning needs of educational organizations. As you grow as a leader, you will need to plan for technology integration through the evaluation, selection, funding, and adoption of specific hardware and software that meet your organization's needs. This course will help you to tackle these challenges and more.

ED-5045 - Technology and a Vision for the Future - MEd

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the application of both existing and emerging technologies to the learning needs of educational organizations. As you grow as a leader, you will need to plan for technology integration through the evaluation, selection, funding, and adoption of specific hardware and software that meet your organization's needs. This course will help you to tackle these challenges and more.

ED-5100 - Scholarly Writing and Using Research

Semester Credits: 3 **Weeks:** 8
Two key measures of proficiency for any professional are information literacy and written communication. You will focus on these competencies in this course, which blends your need to identify and use credible research with your development as a scholarly writer. With applied activities in areas of interest to you, this course will establish the foundation of your success in the remainder of your graduate work.

ED-5204 - Ethics in Sport

Semester Credits: 3 **Weeks:** 8
Sport is big business, from elite professional leagues to big-time college athletics - and even down at the smaller local level. Sport plays a major role in American society, even for individuals who are not sport enthusiasts. In this course, you will explore ethics and morality in the context of sport. You will consider the moral and ethical challenges that exist across the field of sport as well as the value of professional codes of conduct in promoting ethical and moral practice. You will also be prepared to respond to ethical and moral issues in recent and future events.

ED-6500 - MEd Capstone

Semester Credits: 3 **Weeks:** 8
This course represents the culmination of your master's degree. In this course, you will synthesize the knowledge, skills, and attitudes developed throughout your program into a proposal that addresses an identified need in an organization related to your specialization. Within your selected organization, you will identify, examine, and justify a specific need or problem. Using your recently developed competencies, you will propose a practical, comprehensive solution to mitigate the need or problem.

ED-6600 - MEd-EdL Capstone

Semester Credits: 3 **Weeks:** 8
This course represents the culmination of your master's degree. In this course, you will synthesize the knowledge, skills, and attitudes developed throughout your program into a proposal that addresses an identified need in an organization related to your

specialization. Within your selected organization, you will identify, examine, and justify a specific need or problem. Using your recently developed competencies, you will propose a practical, comprehensive solution to mitigate the need or problem.

ED-7005 - Language Arts and Reading

Semester Credits: 3 **Weeks:** 8
In this course, students are introduced to research-based instruction that effectively prepares each candidate to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts. A balanced approach to reading/language arts instruction includes explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds.

ED-7015 - Safety Issues for Educators

Semester Credits: 3 **Weeks:** 8
The content of this doctoral level course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include: school safety, crisis management, intervention plans and community safety partnerships.

ED-7017 - Systems Dynamics

Semester Credits: 3 **Weeks:** 8

In Systems Dynamics, doctoral students will explore the knowledge, skills, values and attitudes needed to manage public service organizations strategically. Using a systems theory perspective, students will examine organizational structures and processes for organizational change. In this course, students will be prepared to be current and future managers of public educational organizations in leadership roles.

ED-7053 - Education Specialist Capstone Project

Semester Credits: 3 **Weeks:** 8
This course is the culmination of the Education Specialist (EdS) program. You will conclude your program by working with a specific educational problem relevant to your current or future context. You will review the related literature and evaluate data that will help you to develop potential solutions and future areas of research related to your identified problem. Finally, you will reflect on your personal learning journey throughout your program.

ED-7055 - Capstone Project in EdS-EdL

Semester Credits: 3 **Weeks:** 8
This course is the culmination of the Education Specialist-EdL (EdS-EdL) program. You will conclude your program by working with a specific educational problem relevant to your current or future context. You will review the related literature and evaluate data that will help you to develop potential solutions and future areas of research related to your identified problem. Finally, you will reflect on your personal learning journey throughout your program.

MAT-5001 - Foundations of Teaching and Learning

Semester Credits: 3 **Weeks:** 8
This course orients students to the University and allows students to focus on developing the essential skills needed to complete a Master's degree in Education. Foundational graduate level skills involving academic integrity, time management, effective use of the University Library, comprehending complex scholarly texts and peer-reviewed research articles, and the use of academic writing in APA format and style to produce defensible arguments will be addressed.

MAT-5002 - Planning and Presenting Instruction for Diverse Learners

Semester Credits: 3 **Weeks:** 8
Students will learn the basics of research-based effective instructional principles and how to best differentiate instruction within the classroom to effectively meet diverse learner needs. Quality lesson design including unit and lesson planning, assessment, engagement of learners, and strategies for scaffolding instruction to meet the learning needs of diverse students will be addressed.

MAT-5003 - Diversity, Inclusion and Exceptional Learners

Semester Credits: 3 **Weeks:** 8
In this course students will explore the wide range of diverse learners found in the modern classroom as well as strategies for meeting their unique learning needs. Students will explore strategies used to differentiate instruction for students including learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

MAT-5004 - Technology for the 21st Century Classroom

Semester Credits: 3 **Weeks:** 8
Teachers today have a wealth of technology available to them for instruction. Students will explore the latest technology innovations for teaching and learning as well as ideas for managing technology usage both inside and outside the classroom.

MAT-5005 - Capstone for Teachers

Semester Credits: 3 **Weeks:** 8
This capstone course will provide an opportunity for you to reflect, synthesize, and apply the concepts you have learned throughout the program and experiences. In this course, you will create or enhance a teaching portfolio that showcases the skills and knowledge gained and applied throughout this program, with a particular focus on demonstrated mastery of the program learning outcomes aligned with national standards.

Education Foundation

EDU-5000 - Foundations for Graduate Study in Education

Semester Credits: 3 **Weeks:** 8
The foundational course is designed to give you an introduction to the field of education with particular emphasis on information literacy and graduate-level skills such as self-reflection, time-management, academic integrity, effective use of the University Library, comprehensive understanding of complex scholarly texts, and critical writing. You will complete the course with a roadmap to navigate your way to the completion of your educational aspirations through research.

EDU-8050 - Foundations of Advanced Graduate Study and Research

Semester Credits: 3 **Weeks:** 8
This foundational course will introduce you to the concepts and practices of advanced graduate study. You will examine concepts and expectations of advanced graduate study and academic integrity as well as investigate best practices of scholarship and research. You will explore university resources and supports associated with student success, including technologies for learning and research. You will also evaluate the program process and requirements for success. Finally, you will advocate for self-care and reflection during your studies.

EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks

Semester Credits: 3 **Weeks:** 8
Academic writing is at the heart of scholarly writing. How you explore and navigate your topic of interest is both a personal and professional matter. In this course, you will integrate effective research and writing skills, and evaluate standards of academic writing, honesty, and integrity. Literature and writing are closely related, so this course also offers you a first chance to examine the elements of conceptual and theoretical frameworks and critique the role of supporting literature and inquiry with conceptual and theoretical frameworks. Finally, you will synthesize the frameworks commonly used in educational research.

Education Leadership

EDL-5004 - School Law

Semester Credits: 3 **Weeks:** 8
Students in educational leadership roles need a working knowledge of school law, especially as it pertains to the rights of students and teachers. Concepts addressed in this course focus on a history of the legal system and the federal government's role in setting public school policy. Topics include student rights regarding free speech, search and seizure, due process, and discipline. Policies regarding teacher certification, academic freedom, due process rights, anti-discrimination, and employment considerations will also be addressed. The course "School Law" is critical to understanding the basic structure and guidance that governs school boards, schools, administrators, teachers, and students.

EDL-5013 - School Finance

Semester Credits: 3 **Weeks:** 8
In this course, you will examine school finance at multiple levels, including individual schools, local education authorities, states, and federal agencies. You will examine sources of school funding, fiscal control, and accountability at the local, state, and federal levels. You will also consider how school budgets reflect stakeholder priorities and principles of equity and inclusion. The implications of school choice and other factors are considered, as well.

EDL-5033 - School Based Leadership

Semester Credits: 3 **Weeks:** 8
In this course, students are provided the leadership concepts and skills needed to be dynamic, innovative, and adaptive school leaders. Activities include: developing a culture that promotes student-centered schools, sharing the responsibility of leadership, creating authentic learning communities, and exploring leadership from a shared - school based leadership perspective.

EDL-5035 - Supervision of Curriculum

Semester Credits: 3 **Weeks:** 8
This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also provides students with the skills and knowledge required to examine, review, evaluate, and select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals.

EDL-7040 - Leadership in Instructional Technology

Semester Credits: 3 **Weeks:** 8
In this course, students will explore a leadership role involving the integration of technology within instructional practices by teachers. As the use of technology by students continues to advance and has often become a preferred method for their interaction and learning, educational leaders need to ensure teachers are effectively integrating technological advances as facilitators for student achievement. Topics will involve understanding technology integration trends, supporting teachers to

effectively integrate technology within their instructional practices, developing technology integration evaluation criteria, and supporting parents with technology integration for student learning at home.

EDL-9000 - Educational Leadership Theories

Semester Credits: 3 **Weeks:** 8
In this foundational course, you will examine major theories and practices of organizational development and improvement in educational settings. You will also critique educational leadership competencies related to ethical behavior in educational organizations and synthesize various leadership theories using an educational approach to leadership. Finally, you will utilize educational leadership theories as they apply to real-world leadership situations in education and explore self-evaluation and personal reflection techniques supportive of leadership improvement within educational organizations.

EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice

Semester Credits: 3 **Weeks:** 8
In this course, you will review current literature and theories related to diversity, equity, inclusion, and social justice. You will also relate knowledge and personal experiences, and examine the educator dispositions necessary for effective diversity, equity, inclusion, and social justice practices. Finally, you will justify the role of and recommend practices for diversity, equity, inclusion, and social justice in the context of educational leadership.

EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course, you will explore models of supervision and evaluation of personnel and analyze policies and practices supporting diversity and inclusion in PK-12 settings. Additionally, you will determine the effects of culture on interpersonal and group communication and evaluate policies and programs for effectiveness. Finally, you will evaluate the role of leadership in managing change and conflict and examine strategies for talent development of instructional and organizational leadership.

EDL-9300 - Legal Issues in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course about legal issues in education, you will explore legislation and regulation in PK-12 education and evaluate institutional liability and risk management policies. You will investigate procedural due process and administrative remedies policies and explain the implications of different status such as PK-12 public, private, charter, for-profit, non-profit schools, and homeschooling. Finally, you will synthesize education case law supporting diversity in the workplace.

EDL-9400 - PK-12 Curriculum, Instruction, and Assessment

Semester Credits: 3 **Weeks:** 8

In this course, you will learn to evaluate leadership skills for effective instructional planning and critique professional learning strategies for curriculum, instruction, and assessment in PK-12 environments. You will examine trends in instructional leadership and curriculum development as well as how to analyze data-driven decision-making processes for continuous improvement. Finally, you will recommend assessment practices for and of learning and review multi-tiered systems of support in PK-12 environments.

EDL-9500 - Innovation for Change in Educational Organizations

Semester Credits: 3 **Weeks:** 8
In this course, you will determine the conditions necessary for innovation as well as recommend change theories to promote

innovation in educational organizations. You will assess major barriers to and opportunities for change. You will also critique organizational resources to promote innovation and change. Finally, you will evaluate the effects of culture and climate and advocate for ethical decision-making practices in organizational innovation and change.

EDL-9600 - Policy Development & Implementation in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the relationships among policy, leadership, accreditation and research and critique the processes related to operations and policy development in PK-12 education. You will evaluate the impact of educational policies on school operations and practices and synthesize how the policies and practices facilitate effective school performance. Finally, you will evaluate methods for strategic planning and policy implementation in PK-12 education.

EDL-9700 - Finance & Budgeting in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course, you will assess components of funding formulas and critique budgeting and auditing processes in PK-12 education. You will review categorical funding policies and explain fiscal accountability in PK-12 education. Finally, you evaluate funding challenges and recommend sources of grant funding for initiatives in PK-12 education.

Education Research

EDR-8200 - Scholarly Literature Review

Semester Credits: 3 **Weeks:** 8
During this course, you will develop effective search and scholarly writing strategies to create a scholarly review of literature. This course emphasizes how to: (a) use effective literature search strategies; (b) develop a scholarly synthesis of research literature; (c) organize research literature around identified research themes, including a study problem, purpose, and theoretical perspectives for an empirical research study; and (d) focus on developing a scholarly exposition that reflects divergent viewpoints and contrasting perspectives. The overarching goal of this course is for you to understand strategies to survey scholarly empirical and theoretical literature to avoid bias, focus on educational practice-based research problems, and address the required components of a scholarly literature review.

EDR-8201 - Statistics I

Semester Credits: 3 **Weeks:** 8
This course offers foundational knowledge to become a critical consumer of statistical-based research literature. The emphasis will be on understanding non-inferential and inferential statistical concepts, the conventions of quantitative data analysis, interpretation, and inferences from statistical results. Statistical computations will be completed using statistical software applications for quantitative data analysis. The course culminates in a synthesis project to demonstrate statistical skills and aligned with APA guidelines for presentation of statistical results.

EDR-8202 - Statistics II

Semester Credits: 3 **Weeks:** 8
You will learn advanced statistical principles and how to apply them to quantitative research. You will be provided an overview of advanced statistical concepts used in empirical research, including inferential analyses. Advanced computations will be performed using SPSS. The focus involves helping you build independent scholarly skills with an emphasis on understanding multivariate data; the use, comprehension, and evaluation of sophisticated statistical concepts; and presentation of statistical results.

EDR-8206 - Applied Qualitative Analysis

Semester Credits: 3 **Weeks:** 8
This course builds on a foundational understanding of qualitative designs and measurements to focus on analyses of the data. The weekly exercises take you deeper into the skills and techniques necessary to ensure the appropriate analyses of qualitative data, including integrating relevant frameworks and selecting suitable methods to organize and present the analyses and findings. In your dissertation study, you will be expected to describe in detail your analytic approach and explain clearly how you got from your raw data to your conclusions. This transparency is essential to enhance the trustworthiness of your study. Throughout the course, all of the qualitative analysis components (theoretical, conceptual, and practical) are explored in preparation for the dissertation research process.

EDR-8300 - The Research Process

Semester Credits: 3 **Weeks:** 8
In this introductory research course, you will explore the underpinnings of the research process, examine research paradigms, and investigate theoretical and practical foundations of qualitative and quantitative research methodologies used within educational research. You will identify criteria for the development of a quality research study that is ethical, accurate, comprehensive, cohesive, and aligned. Specific course topics will involve the ethics of conducting research; data collection and analysis techniques; and issues of feasibility, trustworthiness, validity, reliability, generalizability or transferability, and rigor. This course is intended to familiarize you with concepts and skills associated with conducting theoretical and applied research.

EDR-8400 - Advanced Qualitative Methodology and Designs

Semester Credits: 3 **Weeks:** 8
This course focuses on qualitative research methodology and designs and the methods used to collect and analyze data in educational research. You will examine the principles of qualitative research and explore commonly used designs (also referred to as qualitative traditions or genres) with a focus on application and feasibility. Qualitative data collection and analysis methods will be examined for their suitability with regard to the research design selected. Alignment between qualitative designs and research methods, issues of trustworthiness pertaining to qualitative research, and the role and responsibilities of the qualitative researcher will also be explored.

EDR-8500 - Advanced Quantitative Methodology and Designs

Semester Credits: 3 **Weeks:** 8
This course explores the quantitative research methodology and associated designs and methods. You will examine paradigmatic perspectives along with the tenets and conventions of quantitative research. This examination of designs and methods will include topics such as feasibility, validity, reliability, variable operationalization, inferential designs, and analytic software applications used within the quantitative research paradigm. You will also explore the components of aligned and coherent quantitative research designs that support meaningful research within the field of education.

EDR-8501 - Introduction to Multi-Level Modeling

Semester Credits: 3 **Weeks:** 8

Prerequisites: EDR-8201, EDR-8202, EDR-8300, EDR-8500

In this advanced statistics course, you will be introduced to multilevel modeling. You will examine the six types of multilevel data as collected in education and engage with common types of multilevel modeling. You will also investigate statistical theory of multilevel modeling as applied in education and cultivate knowledge of statistical concepts underlying methods of multilevel modeling. Finally, you will discern between myth and important rules and techniques of multilevel modeling in research in making decisions related to the use of multi level modeling and utilize multilevel modeling analyses to draw meaningful conclusions from the results.

EDR-8502 - Introduction to Instrumentation and Psychometrics

Semester Credits: 3 **Weeks:** 8
Prerequisites: EDR-8201, EDR-8202, EDR-8300, EDR-8500

In this course, you will examine the concepts related to psychometrics. You will identify concepts related to the development of an instrument (i.e., concept identification, standardized instruments), and critique published studies for reliability and validity, and quality of instrument development. Then, you will engage in item construction and conduct reliability and validity testing. Finally, you will examine confirmatory factor analysis (CFA) and exploratory factor analysis (EFA).

Educational Psychology

PSY-6115 - Psychology of Learning

Semester Credits: 3 **Weeks:** 8
This course addresses learning and learning theory in a variety of contexts. Basic learning principles are explained, including behaviorist and cognitive approaches. Learning is considered as it impacts behavior change and as it takes place in the classroom, in problem solving for community or civic problems, and in electronically mediated social learning. The special ways that learning occurs in later ages are also examined.

PSY-6801 - Foundations of Educational Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction course to studies in Educational Psychology. In this course, students will examine the application of psychological theories to the learning processes applying the principles of psychology and research to the practice of teaching and understanding the classroom settings. It is important to understand how students learn and how that learning varies and is affected by each student's context, culture and development. This course will focus on the psychological concepts and principles in the learning and instructional processes, development of teaching methods, knowledge and skills, and enhancement of learning environments. The primary objective is to facilitate a clear understanding of the complex and dynamic processes of learning and development as they related to the principles of learning and teaching.

PSY-6802 - Educational Psychology for Diverse Populations

Semester Credits: 3 **Weeks:** 8
This course, Educational Psychology for Diverse Populations, focuses on the notion that people have different backgrounds, perspectives and values, including different approaches to learning. This course covers research and theory on cultural differences, social groups, attitudes, beliefs, and biases regarding diverse populations. Students will discuss current conceptual, theoretical, and methodological work in education and psychology and consider the role of race, ethnicity in students' school experiences, academic achievement, and development in multicultural settings.

PSY-6803 - Gifted and Talented Education for Diverse Populations

Semester Credits: 3 **Weeks:** 8
Working with children and families who have diverse developmental and learning needs requires not only a deep understanding of and respect for the individual child, but also research-based knowledge. Theories of giftedness, talent development, instructional strategies, diversity and technological issues, implications for educational practices and psychological inquiry. In this course, students will develop and assess practical strategies and tools needed in educational settings to plan curriculum,

teach, assess and if necessary, refer young children. Using the child's unique characteristics, students will learn to help create supportive, challenging, and experiences environments.

PSY-6810 - Capstone for Educational Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Educational Psychology is an opportunity to incorporate their knowledge and understanding of educational concepts and processes that have been learned throughout the program. Students will demonstrate a range of competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the program. The final product for the course will include a written document summarizing this work.

PSY-6811 - Internship for Educational Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in Educational Psychology may opt to complete their degree by taking an internship in Educational psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice

E-Learning

EL-5001 - Introduction to Principles and Practices in E-Learning

Semester Credits: 3 **Weeks:** 8
Students will receive an introduction to the teaching and learning strategies in the e-learning environment. Students will examine the basic foundations of e-learning, instructional principles used to develop effective online courses and materials, and the assignments and assessments that are used in e-learning. Students will design a professional development or corporate training activity based on best practices in e-learning.

EL-5002 - Introduction to E-Learning Instructional Strategies

Semester Credits: 3 **Weeks:** 8
Instructional strategies are those techniques instructors and facilitators use to guide learners through the learning activities. In this course, you will examine instructional strategies that facilitate effective teaching and learning practices in the e-learning environment. This examination will include differentiating teacher-centered and learner-centered approaches. You will also review high-impact practices in traditional classrooms that can be transformed for the online environment.

EL-5006 - Adult Learning Theories

Semester Credits: 3 **Weeks:** 8
Students will examine and develop the skills involved in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will assess strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology based instruction to make it more effective.

EL-5007 - Ethics and Legal Issues

Semester Credits: 3 **Weeks:** 8
In this course, you will examine potential legal, ethical, and social issues involved in teaching and learning using online technologies in the classroom and supporting academic programs. Ethical principles that relate to copyright, intellectual property, and personal rights and privacy will be explored. Concepts in this course provide educators with a general framework for understanding and addressing issues such as ownership of online course materials, determining whether a work is in the public domain, and the proper use of copyrighted works. Prevention of plagiarism in the digital environment will also be addressed.

EL-5009 - Mobile Devices for Teaching and Learning

Semester Credits: 3 **Weeks:** 8
In this course, you will receive an introduction to teaching and learning using mobile devices. This course will present a conceptual and theoretical foundation for implementing mobile devices into the curriculum, including exploration, examination, and evaluation for the efficacious use of mobile devices in the classroom. You will analyze related mobile technology processes and techniques for effectively using these devices. You will also explore the structural aspects, pedagogical issues, curriculum design, psychological and group dynamics, ethical and social issues, as well as the practical issues of using mobile devices.

EL-7001 - Principles and Practices in E-Learning

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the essential elements in the field of e-learning, including foundational philosophies, principles, and models. You will consider technologies that increase student success and examine assessment practices and tools specific to the e-learning environment. The goal of this introductory course is to prepare you to use research-based best practices in creating positive e-learning experiences for learners and instructors.

EL-7002 - E-Learning Instructional Strategies

Semester Credits: 3 **Weeks:** 8
This course serves as an introduction to instructional learning strategies using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment for learners, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of learners, guiding collaborating online learning activities, and administering online assessment and evaluations.

EL-7003 - Instructional Design and Engaging E-Learning Activities

Semester Credits: 3 **Weeks:** 8
In this course, you will explore instructional design and its role in creating engaging e-learning experiences. In particular, you will interpret existing standards related to learner engagement and instructional design, explore instructional design models that support the design of engaging e-learning activities, and actually design instructional content for e-learning experiences. You will also evaluate measures of learner engagement and recommend strategies for increasing learning engagement within e-learning experiences within education and training contexts.

EL-7004 - The Online Learner

Semester Credits: 3 **Weeks:** 8
In this course, you will consider key issues and practical guidance for working with students in an e-learning environment. The course includes an examination of the basic characteristics of online students and the factors that are critical to their success. You will explore student-centered approaches, engagement supportive of equity and inclusion, and assessment strategies.

EL-7006 - Facilitating Adult Learning Online

Semester Credits: 3 **Weeks:** 8
Adult learners have unique needs, and this course will prepare you to facilitate online learning to meet these unique needs. You will examine adult learning theories, principles, and pedagogies with particular consideration of diversity, equity, inclusion and adult motivation. You will consider the design of online learning experiences that create opportunities for effective facilitation of adult learning.

EL-7007 - Developing Online Content Ethically and Legally

Semester Credits: 3 **Weeks:** 8
In this course, you will examine ethical and legal implications of multiple aspects of developing online content. You will consider different ways that use of existing content is distributed and protected as well as individual and collective implications arising from failure to adhere to laws and best practices. You will also consider ethical challenges and the need to consider multiple aspects of content accessibility. At the conclusion of the course, you will be prepared to use strategies to support ethical and legal development of online content across e-learning contexts.

EL-7700 - Leading Online Learning for K-12 Students

Semester Credits: 3 **Weeks:** 8
This course offers a broad overview of e-learning in K-12 education. You will examine opportunities, challenges, and best practices, including communication tools, necessary technologies, and related resource implications. You will consider needs related to equity and accessibility, including the opportunity to modify content for online delivery.

English Second Language

ESL-5001 - Foundations of Instruction for Non-English Language Background Students

Semester Credits: 3 **Weeks:** 8
This master's level course establishes the rationale for English as a second language and bilingual education, preparing reflective practitioners and educational leaders to address issues and concerns critically and analytically in the classroom. It provides a comprehensive survey of bilingual/ESL strategies for students with a non-English language background while expanding the student's understanding of best educational practices. Students will explore models of bilingual education and language development.

ESL-5003 - Assessment of Linguistically Diverse Students

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the assessment of linguistically diverse students, particularly assessment of their English language proficiency and multiple measures for academic assessment of reading comprehension and mathematical proficiency. Both formal and informal assessments will be reviewed, including modifications, portfolios, and graphic organizers.

ESL-5005 - English Language Learning

Semester Credits: 3 **Weeks:** 8
In this course, students gain knowledge 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.

ESL-5006 - Instructional Methodologies for English Language Learning

Semester Credits: 3 **Weeks:** 8
This course focuses on instructional strategies and methodologies for learners of the English language. You will discriminate among the requirements for teaching oral communication versus written communication and then analyze the principles and instructional methods appropriate for instruction to diverse learners of the English language. You will analyze the influences of multiple demographic variables, including multiple sociocultural characteristics. By the end of the course, you will be prepared to recommend instructional accommodations and develop sheltered content across multiple curricular areas.

ESL-7100 - Second Language Foundations

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze how learning a new language differs from learning a first language, including how learner experiences and processes that occur during second language acquisition. As you examine theories related to second language acquisition, you will also consider the role of reading, writing, speaking, and listening skills in acquiring the second language. You will assess best practices and principles in various learning environments and create instructional plans and materials based on those principles.

ESL-7200 - Teaching English Language Learners

Semester Credits: 3 **Weeks:** 8
This course offers a deeper exploration of theories, models, practices, and strategies related to teaching English language learners. You will consider knowledge and skills related to the acts of listening, speaking, reading, and writing English and develop sheltered content lessons for diverse learners. Given the collaborative nature of teaching, you will also assess opportunities to collaborate with other professionals around effective instruction for English language learners. Throughout the course, you will consider diversity, equity, and inclusion as you design culturally responsive instructional materials and accommodations.

ESL-7300 - Assessing Diverse Learners

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the assessment of diverse English language learners in various educational contexts with consideration for the perspectives of leader-practitioners and research scholars. Your exploration will include assessment differences, tools, and strategies for assessment in both language learning and content-area learning contexts. You will also evaluate the role of technology in the assessment of diverse English language learners as well as examine the roles of teachers and other professionals in the evaluation and accountability of English language learning services and programs.

ESL-7400 - Developing Curriculum for English Language Learners

Semester Credits: 3 **Weeks:** 8
In this course focused on developing curriculum for English language learners, you will explore frameworks for curriculum development, including the development of unit plans for both content area and language learning outcomes related to reading, writing, listening, and speaking English. You will also consider strategies for differentiating curricula and evaluate standards and guidelines related to proficiency outcomes for English language learners.

ESL-7600 - Issues in ELL Education

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze historical contexts for English language learning as well as the current political, social, and educational implications of teaching English language learners. You will consider research regarding the education of students from culturally and linguistically diverse backgrounds as well as different ways within the learning environment to affirm students' cultural identities. Along the journey, you will also evaluate strategies for teaching English language learners within contexts of English as a foreign language, English as a second language, and bilingual education contexts.

Entrepreneurship

ENT-5000 - Innovation - The Entrepreneur and Intrapreneur

Semester Credits: 3 **Weeks:** 8
This is the initial course in the entrepreneurship specialization and serves as the prerequisite for all future courses within the specialization. Prior to the start of this course, it is recommended that students enter the course with a well thought out product or service venture. Students will explore many facets of the potential venture to include new venture feasibility, an analysis of strengths, weaknesses, opportunities and threats (SWOT), and identification of potential investors to determine if the new venture is needed within the marketplace.

ENT-5001 - Strategic Market Assessments

Semester Credits: 3 **Weeks:** 8
In this course, you will learn how to identify and analyze internal and external factors affecting the development of effective marketing strategies in both a domestic and global marketplace for a new venture. This will include but is not limited to, governmental, business, technological, and political challenges and opportunities that exist when operating within emerging national and international markets. You will assess market conditions, economic history, and tradition as they relate to competitive advantage. You will apply research-based marketing strategies and delve into the advanced exploration of current topics, marketing of innovations for early-stage technologies, the entrepreneurial dimensions of market research and analysis, intellectual property protection and management, and other potential new market topics for meeting stakeholder and investor needs. Finally, you will design a marketing plan for generating support and allocation of resources and will evaluate marketing situations for the ethical and legal operation of a new venture in a domestic and international setting.

ENT-5002 - New Venture Formation

Semester Credits: 3 **Weeks:** 8
The formation of a new venture is an evolutionary process which requires research, analysis, assessment, and reevaluation of a new product or service in a competitive environment. Students will assess various leadership styles and how the styles might enhance venture performance. Students will examine the many business models available and determine how the models may possibly be incorporated into the new venture plan. A cursory analysis of personnel to define needs for skill types and sets will also be performed. Students will evaluate funding and financing options as well as market strategies based on an initial competitive analysis of the marketplace. At the conclusion of the course, students will have completed steps to solidify and clarify their new venture plan through research and analysis.

ENT-5003 - Venture Capital and Private Equity

Semester Credits: 3 **Weeks:** 8
You will develop a plan to research, identify, and acquire the financial resources required for successfully funding a new entrepreneurial or intrapreneurial venture. Funding the new venture will require students to examine business valuation, deal development, dept 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 venture will be paramount to the successful acceptance of the new venture business plan by interested parties such as investors, stakeholders, bankers, or angel funds. Upon completion of the course, students will have a detailed financial plan that can be presented to investors and other interested parties.

ENT-5100 - Foundations of Entrepreneurship

Semester Credits: 3 **Weeks:** 8
This course gives the student an overview of the entrepreneurial process. In this course the student will look at entrepreneurship as a mindset—a way of looking at things differently that is opportunity-focused and creative. Topics covered include

characteristics of successful entrepreneurs, techniques for finding and screening ideas, entrepreneurial finance, the politics of new ventures, valuation and deal making, understanding writing a business plan and business canvas model, buying a business, family business/ lifestyle business dynamics, and managing crisis and failure. The student will learn the fundamentals and challenges of entrepreneurship - from conceptualizing new ventures and opportunities to developing and managing them.

ENT-5105 - Ideation and Opportunity Identification

Semester Credits: 3 **Weeks:** 8
In this course, students will apply the principles of entrepreneurship or intrapreneurship toward the formation of a new venture. Students will evaluate business plan structures to determine the best approach to support a new venture. Students will then select business practices for efficiency of operation for the new venture. Next, they will evaluate the feasibility of the new venture utilizing the University Small Business Incubator community. Documenting strengths, weaknesses, opportunities, and threats (SWOT analysis) will follow. Finally, the student will determine timelines, presentations, and other deliverables for potential investors or stakeholders.

ENT-5110 - Environmental Analysis

Semester Credits: 3 **Weeks:** 8
In this course the student will investigate the concepts and methods for an environmental analysis in entrepreneurial environmental problem-solving. The student will prioritize concepts and methods of economic, political, and social analysis for the design and evaluation of environmental opportunities and problems. The student will critique the roles and identities of business owners and the various roles played in an interconnected world. the student will classify the transnational character of environmental problems and ways of addressing them within a new venture. Finally, the student will assess the relevant environmental issues and the links between success and failure in a new or growing venture.

ENT-5115 - New Venture Resource Development and Analysis

Semester Credits: 3 **Weeks:** 8
In this course the student will recommend a list of new venture resources, analyze strategic choices for new venture resources, evaluate challenges relating to the acquisition and management of necessary resources for new ventures. The student will validate a strategy for developing tools and skills with growth of a new venture. Finally, the student will demonstrate proficiency in searching for and locating resources needed at different stages of venture creation and operational efficiency.

ENT-5120 - Financial Management

Semester Credits: 3 **Weeks:** 8
In this course the student will examine the value of budgets in new venture creation and growth. The student will assess the steps in creating and managing the budget processes for organizational efficiency and agility. The student will apply effective techniques for managing money in business software applications. The student will prepare monthly financial reports and conduct analysis of costs and their associated benefits. The student will also audit common money management mistakes of early business development and operation.

ENT-5125 - Business Plan Creation

Semester Credits: 3 **Weeks:** 8
In this course the student will analyze how a business plan helps companies make decisions with the future in mind. The student will explore the difference between a business plan and a business canvas model and then diagram the parts of a business plan. The student will next develop a business plan and then validate the use of a business plan for ensuring success and meeting stakeholder needs.

ENT-5130 - Legal Structure and Organization

Semester Credits: 3 **Weeks:** 8
In this course the student will illustrate the most common types of legal structures available to startups. The student will dissect the most common legal errors made by startups and in early operation. The student will assess how legal considerations can add value to entrepreneurial ventures. Next the student will explore Intellectual Property and how it affects entrepreneurs and their decisions. Then the student will assess the impact of Intellectual Property theft in a local and global market. Finally, the student will document the legal requirements of hiring employees for startup, growth, and organizational agility to meet stakeholder needs.

ENT-5135 - Entrepreneurial Strategy and Decision Making

Semester Credits: 3 **Weeks:** 8
In this course the student will document an entrepreneurial business strategy for startup and growth. The student will explore the function of the entrepreneur in successful, commercial application of innovation. The student will investigate personal attributes that impact entrepreneurial decision making for agility and change. The student will also evaluate entrepreneurial leadership and management styles concerning strategy and decision making. Finally, The student will examine the nature of entrepreneurship thinking from startup to expansion in a constantly changing business environment.

ENT-5140 - Pricing, Marketing, and Expansion

Semester Credits: 3 **Weeks:** 8
In this course the student will investigate the contribution of marketing to a business. The student will justify the use of primary and secondary sources of information for marketing data while identifying the advantages and disadvantages of each. The student will apply the four steps of target marketing: mass marketing, market segmentation, concentrated marketing, and micro market toward competitive advantage. The student will also dissect the stages of the product life cycle in the competitive market environment addressing the importance of measuring return on marketing investment. Finally, the student will critique types of consumer buying behaviors and the stages of buyer decision making processes as they relate to the components of the marketing mix.

ENT-5200 - Capstone

Semester Credits: 3 **Weeks:** 8
In this capstone course the student will demonstrate an entrepreneurial mindset through the creation of a prototype for a new business opportunity from market analyses. The student will analyze other businesses and indicators for the success of your new venture. The student will demonstrate collaborative opportunities for your new venture. The student will explain the marketing concept of your new venture and then optimize your business plan with an Incubator.

Finance

FIN-5012 - Corporate Finance

Semester Credits: 3 **Weeks:** 8
This course examines the most important components of corporate finance. The course starts with an examination of the financial statements and the related financial ratios. The financial statements include the balance sheet and the income statement while the financial ratios make use of financial statement metrics to assess such issues as profitability, short term solvency, management of current accounts and debt structure choices. The course then studies some fundamental concepts on using present value and future value to solve business and personal financial problems. The differences between debt and equity securities are examined including the important role of interest rates in valuing debt securities, i.e. government and corporate bond values. This course will examine the benefits and costs of employing debt verse equity with the objective to maximize the value of the firm.

FIN-5013 - Investment Management

Semester Credits: 3 **Weeks:** 8
This course examines investment management with an emphasis on topics in relation to academic research. The course includes an examination of advanced content as well as relevant academic papers. You are required to develop in-depth papers and presentations on the primary academic topics within financial institutions. Moreover, you will review and access relevant academic papers and pertinent information to be better prepared to write papers and create presentations within this area of finance and investment management. The course begins with an exploration of wall street's investing environment. It continues with an examination of various securities and dept instructions. It provides an examination of the Capital Asset Pricing Model and Arbitrage Pricing Theory as well as an overview of the 2008 Financial Crisis.

FIN-5014 - Financial Institutions

Semester Credits: 3 **Weeks:** 8
This course takes a broad approach in studying financial institutions such as commercial banks, savings and loan associations, investment banks and insurance companies. The central theme involves examining the risks facing financial institutions and the methods and markets through which these risks are managed.

FIN-7012 - Corporate Finance

Semester Credits: 3 **Weeks:** 8
This course is an introduction to the role of finance, the operating environment of the firm, analysis of financial statements, the term structure of interest rates and yield curves. It has been said that to really understand a business, one must understand the financial numbers. This course, building upon a basic understanding of accounting, serves as the springboard for understanding the financial health of a corporation. Central to this understanding is the concept of cash flow, where it comes from and what affects it. While knowledge of accrual accounting is important, one pays bills from cash, not receivables. Preparing financial statements, something learned in accounting, is not the same as understanding what they are telling us. This course provides the initial building blocks for understanding the financial strengths and weaknesses of a corporation.

FIN-7013 - Investment Portfolio Analysis

Semester Credits: 3 **Weeks:** 8
This course is an introduction to investment portfolio management. Central to this understanding is the concept of risks and return, futures, swaps, valuation, and risk portfolio performance. Additional examination will be on the advanced components of investments with an emphasis on financial markets, option market valuations, international diversification, and pricing models. This course will help students gain financial knowledge that can be used to make sound investment decisions. Shareholders, stakeholders, financial managers, and investors will be able to further identify key sources of funding to grow their business or gain a greater return on investments.

FIN-7014 - Managing Financial Institutions

Semester Credits: 3 **Weeks:** 8
This course examines the advanced components of financial institutions with an emphasis on topics in relation to academic research. The course includes an examination of advanced content as well as relevant academic papers. You are required to develop in-depth papers on the primary academic topics within financial institutions. Moreover, you will review and assess relevant academic papers to be better prepared to write papers within this area of finance. The course begins with an analysis of the global financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate and credit risks as well as the course studies derivative securities utilized by financial institutions.

FIN-7015 - Advanced Financial Statement Analysis

Semester Credits: 3 **Weeks:** 8
The student will examine the most important advanced components of financial statement analysis with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student will be required to develop some in-depth papers on the primary academic topics within financial statement analysis. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the balance sheet and income statement. It continues with an examination of financial ratios. It provides a careful examination of a common size statement. The course studies the decomposition analysis and the impacts of financial leverage.

FIN-7018 - Accounting and Control for Nonprofit Organizations

Semester Credits: 3 **Weeks:** 8
This course is important for the advanced financial and accounting professional to better understand the planning and control systems within nonprofit organizations. In this course, students are provided a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. The course materials on accounting principles and practices can be applied to hospitals, colleges and universities, health and welfare agencies, and other similar organizations. The course includes topics on appropriations, budgetary accounting, financial conditions, auditing, fund accounting, and ethics. The course assessments include cases, problem solving, and written research narratives.

Forensic Psychology

PSY-5112 - Theories of Criminal Behavior

Semester Credits: 3 **Weeks:** 8
This 8 week course is focused on prominent theories of criminal behavior relevant to forensic psychology. Emphasis is placed on the practical application of theory and corresponding research across various types of criminal behavior. You will examine the interaction of individual, social, and environmental factors related to criminal involvement and implications for work within forensic settings. You will also explore the impact and relationship between the legal system and human behavior.

PSY-5113 - Psychological Evaluation and Treatment in Correctional Settings

Semester Credits: 3 **Weeks:** 8
In this 8-week course, you will explore the use and application of psychological principles in correctional settings. This includes a review of the use of psychological evaluation and treatment strategies of offenders. Other topics covered will include violence within correctional settings, the offender-authority relationship, suicidology, and implications of rehabilitation, reunification, and recidivism.

PSY-5114 - Policy and Justice in Forensic Psychology

Semester Credits: 3 **Weeks:** 8
In this 8-week course you will examine the integration of forensic psychology and the legal system related to both criminal and civil law. Criminal justice theories and practice related to incarceration and the justice system will be explored as well as the impact of law on the practice of forensic psychology. In this course you will also review the history of psychology and law in public policy, ethical issues, relevant case law, victimology, and restorative justice. In addition, modern day social justice issues as they relate to the field of forensic psychology will be covered, such as psychology in law and the media.

PSY-5501 - Principles of Forensic Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in Forensic Psychology. This area of psychology involves the application of

psychological principles to the justice system, which includes law enforcement, the courts, corrections, and victim services. Current models, theories, and research in Forensic Psychology will be explored. In addition, graduate-level skills, such as academic integrity, effective use of the University Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5502 - Psychology of Law and Justice

Semester Credits: 3 **Weeks:** 8
This course examines the integration of forensic psychology and the legal system. Psychological implications of criminal justice will be explored. Students also will review psychological theories and research related to criminal behavior and victimization as well as the impact and relationship between the legal system and human behavior. The history and ethics of remediation also will be addressed.

PSY-5504 - Social Psychology and Aggression

Semester Credits: 3 **Weeks:** 8
This course is focused on the psychological theories of aggression. Students will examine principles of social psychology including the frustration-aggression hypothesis, cognitive dissonance, cognition and arousal as well as heuristics. Psychosocial factors in aggression as well as gender differences and cultural influences on aggression expression also will be explored.

PSY-5505 - Diversity in Forensic Psychology

Semester Credits: 3 **Weeks:** 8
This course is focused on victimization and offender characteristics through the lens of diversity. Students will examine gender and cultural differences in the area of forensic psychology. Concepts such as assessment of diverse populations, prejudice and bias will be covered. Challenges that authority face as well as to remediation efforts will be explored. Professional ethics and personal values conflicts also will be explored.

PSY-6506 - Psychological Evaluation and Treatment of Offenders

Semester Credits: 3 **Weeks:** 8
This course reviews the use of psychological evaluation and treatment strategies of offenders. Students will review the history of treatment in the forensic setting, including clinical definitions of deviant behavior and therapeutic treatment models for both offenders and victims. Common assessments in forensic studies will be examined. Other topics to be covered include therapeutic follow-up, recidivism and contemporary trends in treatment in forensic settings.

PSY-6507 - Criminal Profiling

Semester Credits: 3 **Weeks:** 8
This course will examine criminal behavior from a psychological perspective. Topics covered include foundations of criminal profiling, victimology, behavioral patterns and behavioral analysis. Alternative methods of profiling and analytical reasoning skills required of an effective profiler will be explored.

PSY-6510 - Capstone in Forensic Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Forensic Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program in Forensic Psychology. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Forensic Psychology.

PSY-6511 - Internship in Forensic Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in forensic psychology may opt to complete their degree by taking an internship in forensic psychology instead of the Capstone course, PSY-5510. Students interested in this option are required to submit paperwork approving their internship site prior to enrolling in this course and no later than their eighth course in the program. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

PSY-6512 - Threat Assessment

Semester Credits: 3 **Weeks:** 8
In this 8-week course you will learn the essential foundations of threat assessment. This will include the examining key theories, concepts and research relevant to identifying, assessing and managing threats of targeted violence. The course will cover the pathway to targeted violence, risk factors and warning behaviors for targeted violence, use of different assessment tools, interviewing, information gathering, and beginning the development of a multidisciplinary threat assessment team. In addition, the course will include information on the legal and ethical implications of threat assessment and management for those practicing in the field by reviewing key components of the body of knowledge for the exam to become a Certified Threat Manager (CTM) for the Association of Threat Assessment Professionals (ATAP).

PSY-6513 - Threat Management

Semester Credits: 3 **Weeks:** 8
In this 8 week course you will learn about threat management principles and procedures by developing a deeper understanding of risk factors and mitigation strategies related to the pathway to violence. You will examine how threat assessment informs threat management responses and interventions. You will also examine the use of threat management teams as a process to manage risk for different types of threats including workplace violence, intimate partner violence and stalking, school violence, or other areas of targeted violence. Finally, you will explore the ethical implications of threat management.

PSY-6514 - Special Topics in Threat Assessment and Management

Semester Credits: 3 **Weeks:** 8
In this 8 week course, you will further develop threat assessment and management concepts and integrate relevant areas into your analysis and planning while learning from additional research in the field. You will examine information on behavioral and mental health, investigative and interview strategies, and a deeper look at ethical and legal challenges while focusing on several specific types of threat assessment contexts and environments in various settings. You will be able to apply assessment and threat management techniques, focused on one of these contexts and environments in the signature assignment. Deeper understanding of this specialized field will prepare you to pursue possible certification as a threat assessment and management professional.

PSY-6515 - Capstone in Threat Assessment and Management

Semester Credits: 3 **Weeks:** 8
The Capstone course in the Threat Assessment and Management Specialization in Forensic Psychology is your opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity. You will also demonstrate an appreciation of research that has been acquired during the MS program in Forensic Psychology. To do this, you will be required to use evidence-based practices and the ATAP body of knowledge to complete a real world example of a threat assessment case.

PSY-6516 - Fundamentals of Risk and Threat Assessment

Semester Credits: 3 **Weeks:** 8
This 8-week course will explore the fundamentals of risk and threat assessment. This will include the history and evaluation of the field as well as an understanding of the current body of research and practice. You will review a broad scope of risk and threat assessment areas including the pathway to violence, threat assessment, and threat management, and risk related to sexual dangerousness, arson, violence, stalking and intimate partner violence, and workplace violence. You will develop a basic understanding of risk assessment in various contexts, assessment tools, and how they may be used in juvenile and adult population.

PSY-6517 - Investigative Psychology: Application of Offender Profiling and Characteristics

Semester Credits: 3 **Weeks:** 8
In this course you will examine investigation of criminal behavior from a psychological perspective. Topics covered include theories and principles of investigative psychology, foundations of criminal profiling, victimology, behavioral patterns, and behavioral analysis. The role of psychologists in the investigative process, such as psychological approaches to interviewing suspects and witnesses, will also be explored. Finally, you will assess ethical dilemmas in investigative psychology.

General Education

ACC-2001 - Introduction to Financial Accounting

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to the fundamentals of financial accounting as well as the processes and principles used in the preparation of financial statements. Your studies will focus on an understanding of the accounting cycle by utilizing journal transactions and distinguishing the primary categories of accounting information. You will also be introduced to how the financial statements are used for interpreting information for decision-making.

BBA-2001 - Introduction to Business Administration

Semester Credits: 3 **Weeks:** 8
This course provides you with an overview of the various forms of business, the primary operational areas of a business and the environments within which businesses operate. You will be familiarized with how operational areas are interconnected, how diverse environmental factors influence the operations and sustainability of a business entity and how businesses utilize technology to facilitate operations and drive competitive advantage.

BIO-1010 - Life Sciences

Semester Credits: 3 **Weeks:** 8
In this course, you will learn the basic anatomy and physiology of living things, including their organization, function, and how they relate to the greater environment. An overview of basic cell processes will be examined, as will the impact of the cell process on the role of homeostasis within a living organism. The impact of human beings on their environments, as well as the environments on the human being, will also be discussed.

COM-1010 - Workplace Communication

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the roles of business communication and workplace professionalism as mechanisms of success at work. Topics include the communication process, information evaluation, professional development, and networking. A variety of communication mediums including written, face-to-face, and electronic are covered. This course will present you with topics

like cross-cultural communication, nonverbal behaviors, teamwork, and conflict resolution, which are essential in today's business environment.

COM-2010 - Public Speaking

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the skills required for effective public speaking which includes techniques to lessen communication apprehension and the use of visual aids to enhance speaker presentations. You will prepare for success in typical public speaking situations and will learn the basic principles of organization and research needed for effective public speaking.

COM-2020 - Conflict Management

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the role of conflict as a successful measure of interpersonal communication skills across a variety of settings, including both workplace conflict and personal. You will seek to understand the origin of conflict, as it relates to personal growth and advancing communication skills. You will learn strategies for deescalating conflicts as they arise, and for resolving conflict in a group setting. The role of culture and conflict will also be examined.

ECO-2010 - Introduction to Microeconomics

Semester Credits: 3 **Weeks:** 8
In this course you will examine general microeconomics theory with an emphasis on supply and demand, equilibrium, price elasticity and market structures. You will learn about consumer behavior, how firms make production and pricing decisions and the role that government plays in shaping the economic marketplace.

ECO-2015 - Introduction to Macroeconomics

Semester Credits: 3 **Weeks:** 8
In this course you will examine general macroeconomics theory with an emphasis on aggregate supply and demand, the monetary system and the relationship between domestic economies and the global economy. You will also learn about the factors that drive economic growth and impact the employment rate, GDP and other critical economic factors.

ECO-2020 - Interdependent Economies

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to fundamental issues that impact the economics of urban populations as well as the impact of external economic and policy factors. You will study the causes and consequences of urban problems such as congestion, pollution, and crime as well as alternative policy responses to these problems. You will also explore the interdependencies of local government and economics with external factors arising from state, national and global sources.

ENG-1010 - Introduction to Reading and Writing

Semester Credits: 3 **Weeks:** 8
In this course, you will build functional reading and writing skills for college and professional purposes. You will read a variety of academic essays, study grammatical and stylistic elements, practice basic APA usage, and compose a final research paper. You will be expected to participate in the peer-review process, demonstrating the ability to both give and receive feedback. Instruction focuses on writing as a process, thesis formation, paragraph and essay development, and source usage.

ENG-2010 - Research and Writing

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how to create, defend, analyze, and respond to arguments. Additionally, you will focus on incorporating quality research within your academic writing, utilizing APA standards to properly and ethically document the sources. You will be expected to participate in the peer-review process, demonstrating the ability to both give and receive feedback. At the end of the course, you will choose a topic you wish to explore further and write a well-researched paper that contributes to the larger conversation surrounding that topic.

ENG-3010 - Professional and Technical Writing

Semester Credits: 3 **Weeks:** 8
The professional and technical writing course introduces learners to a variety of styles of writing used within the workplace and other professional settings. Learners will examine different styles, tones, and purposes of writing, and how to present complex information in numerous methods including short reports, graphic presentations, and video instructions. Learners will work to recognize how content can be tailored to a specific audience and explore tools and mechanisms for communication and writing.

ENG-3020 - Creative Writing and Literature

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to a variety of literary genres and will discuss literary themes within their cultural contexts. You will examine the use of literary devices across assigned creative works. You will be introduced to different historical and social contexts; the role of the author is also examined. You will be expected to produce a variety of creative writing pieces across multiple genres (including short stories and poetry).

HIS-1010 - United States History

Semester Credits: 3 **Weeks:** 8
In this course, you will learn the origins and principles of the United States Constitution and the Bill of Rights, beginning with the philosophy of American government as a whole. The course examines the role of public opinion and citizen participation within the electoral process and includes an in-depth examination of the three branches of federal government.

HUM-1010 - Human Diversity Through Art

Semester Credits: 3 **Weeks:** 8
In the course, you will be exposed to the fundamentals of diversity through the exploration of art and art movements across cultures, time periods, and demographics. You will develop multicultural competence (i.e., knowledge, awareness, and skills) to prepare for living and working in a pluralistic society with individuals from diverse socio-cultural backgrounds. Topics covered include ability, ethnicity, gender, race, socioeconomic status, privilege and oppression, and other components of diversity in society.

HUM-2010 - Philosophy

Semester Credits: 3 **Weeks:** 8
In this course, you will consider the perspectives and worldviews of the great thinkers of the past. From the consideration of these thinkers, you will begin to develop and raise your own questions about the foundational issues of how and what we think, do, and know. You will critically reflect on the impact of these ideas on the formation of the self, including how we live and what we believe.

HUM-2020 - Computational and Critical Thinking

Semester Credits: 3 **Weeks:** 8
In this course, students will learn the basics of critical and computational thinking as it relates to demographics and culture.

Students will examine the role of shared experiences in the creation of a community culture and will learn the foundational skills needed for critical thinking in the workplace.

HUM-3010 - Applied Ethics

Semester Credits: 3 **Weeks:** 8
In this course, you will learn to think critically about ethical issues in various contexts, including decision making. You will first analyze ethical theories and theorists' arguments, then apply ethical reasoning and analysis to your preferred area of study or work. The concept of ethos will be explored, as it relates to the credibility of a writer.

ITL-1010 - Information Literacy

Semester Credits: 3 **Weeks:** 8
In this course, you will learn how to be a critical consumer and producer of information. More specifically, you will understand how to understand, evaluate, and analyze information from a wide scope of sources for both academic research and everyday information consumption. Focus is given to the idea of 'social presence'; you will understand and evaluate the process of commodification of information, and critically evaluate participation within that process.

MTH-1010 - Math Essentials

Semester Credits: 3 **Weeks:** 8
In this course, you will review the foundational ideas behind college -level math concepts and will apply mathematical concepts to real life situations. The course will cover problem solving, the real number system, algebra, consumer math, graphing, probability, and statistics.

MTH-2010 - Data in Context

Semester Credits: 3 **Weeks:** 8
In this course, you will build upon your prior knowledge in mathematical and quantitative reasoning and apply them in professional settings. Basic descriptive and inferential statistical analyses are covered from a practical and conceptual standpoint and applied to common organizational procedures and data reports.

PSY-2001 - Introductory Psychology

Semester Credits: 3 **Weeks:** 8
Psychology is the study of behavior and mental processes. This course introduces the student to major concepts, theories, and fields within psychology. Major topics of psychology will be covered including methodology, biological psychology, development, learning and cognition, abnormal/clinical psychology, social psychology, positive psychology, and applied psychology. You will have the opportunity to apply psychological principles to case studies and to everyday life examples. This course is a pre-requisite for all undergraduate PSY courses.

PSY-2010 - Human Lifespan Development

Semester Credits: 3 **Weeks:** 8
In this course, you will examine developmental changes, both growth and decline, from conception to death, including sociocultural events within the human lifespan and their effect on growth and personality development. Critical attention is paid to various growth stages and includes physical, cognitive, social, and personality development during those phases. Classic theoretical frameworks applied to course concepts.

SCI-1010 - Health and Well Being

Semester Credits: 3 **Weeks:** 8
In this course, you will examine health and wellness, positive health habits, health issues, self-advocacy and preventative measures to developing better personal health. A holistic approach to health will be presented with an emphasis on self-responsibility for exercise, nutrition, and other aspects that promote lifelong well-being. This course will provide you with the tools necessary to make informed health decisions. Topics will include stress reduction, building healthy relationships, lifestyle diseases, and incorporating preventative measures as you strive to develop better personal health and well-being.

SCI-2010 - Introductory Ecology

Semester Credits: 3 **Weeks:** 8
In this course, you will be provided with an introduction to ecology which covers population, community, and ecosystem-level ecology of living organisms, focusing on the interactions of organisms with each other and with their environment. The course will also consider the relationship between basic ecological science and current environmental problems.

SCI-2020 - Exploring Sustainability

Semester Credits: 3 **Weeks:** 8
In this course, you will work to determine global, historic, and contemporary dimensions that define and impact environmental sustainability challenges and opportunities in personal, professional, and organizational domains. You will also learn about the global community and then apply that knowledge to innovative solutions.

SOC-2010 - Introduction to Sociology

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to key ideas and theories within the sociology discipline. The course examines the role of personality, socialization, social change, prejudice, and large group behavior as they relate to cultural development. Social identity creation is discussed within relevant theoretical frameworks.

SOC-3010 - Global Civics

Semester Credits: 3 **Weeks:** 8
In this course, you will be presented with the emerging development of global civics, an archetype of citizen responsibility that transcends physical borders and considers the growing interdependence of social, economic, and political implications involving the worldwide public good. This course will provide you with a foundational knowledge of key global issues through historical perspectives, social science theories, and present-day facts. You will also gain insight into the global institutions that navigate these complex issues with foresight.

SOC-3020 - Social Justice

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the history and function of institutional corrections and how that function has changed based on the role and influence of rehabilitation philosophies. A broad overview of procedural law is covered. Strategies for the social awareness of public policy, and advocacy for change through political process are also examined. In addition, societal structures which determine distribution of wealth, opportunity, and privilege are examined.

Global Business Management

GBM-5001 - Global Leadership and Change

Semester Credits: 3 **Weeks:** 8
In this course you will investigate leadership roles, styles, philosophy, and behaviors in globally diverse organizations. The course explores leadership through the challenge and implementation of change in global organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.

GBM-5002 - Global Business Strategic Management

Semester Credits: 3 **Weeks:** 8
In this course you will examine the strategic management of multinational corporations (MNCs) and outline Foreign Direct Investment (FDI) trends and its economic determinants. You will appraise global business strategies that MNCs have used in emerging economies and challenges they confront in different regions by using real life case studies. The course will also identify factors contributing to foreign debt crisis and its prevention.

GBM-5003 - Global Marketing Management

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the issues involved in entering global markets and conducting marketing activities. Specific topics include evaluating opportunities in foreign markets, developing and adapting marketing strategies to specific national and global market's needs, and coordinating strategies across global markets. Students will diagnose the real-world experiences of global corporations using case studies and up-to-date knowledge from relevant current resources.

GBM-7001 - Global Business Environment

Semester Credits: 3 **Weeks:** 8
In this course you will examine the impacts of economic, social, ethical, and political changes of different countries on the global business environment. The emphasis is on developing higher-level thinking skills with an ability to critically evaluate, and explore, differences in conducting business in different global markets. You will be assessed for your critical thinking skills to resolve complex research issues and problems. You will develop decision-making skills required for managers to conduct business in different global markets.

GBM-7002 - Global Strategic Leadership

Semester Credits: 3 **Weeks:** 8
In this course you will explore the role of decision making related to the strategy and leadership of firms doing global business. Specifically, you will focus on corporate governance, characteristics of the contemporary leader in a global/technological age, and actions the strategic leader must take to overcome challenges, which impede their organization from achieving success.

GBM-7003 - Global Business Management

Semester Credits: 3 **Weeks:** 8
In this course you will address the management decisions of multinational enterprises (MNEs) to enhance success in a global economy. You will evaluate decisions-making skills and situations faced by managers of MNEs to meet changes in global business environments. The course examines global strategy, structures, and global strategic management knowledge.

GBM-7004 - Global Marketing Management

Semester Credits: 3 **Weeks:** 8
As a global marketer, you will have to address the needs and wants of global consumers, gain a competitive advantage by strategically positioning the value proposition, and focus on other global business issues. You may become a global citizen and broaden your tool kit. This course explores the application of market research, market entry, new product design, product positioning, and competitive analysis while paying close attention to the role of culture, environmental, and market conditions,

including governmental regulations and economic systems. As a global marketer, you will also explore emerging trends in host countries in response to the growth of the global marketplace.

GBM-7005 - Advanced Topics in Global Organizational Behavior

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate organizational behavior and the impact individuals, groups, and structure have on behavior within a global organization. You will focus on how to improve productivity, reduce absenteeism and turnover, and increase employee global citizenship and job satisfaction. You will also study the tools for guiding the productivity of others, predicting human behavior at work, and the perspectives needed to manage individuals from diverse backgrounds.

Global Training

GTD-5000 - Human Performance and Improvement

Semester Credits: 3 **Weeks:** 8
In this course, students will examine human performance and improvement. Topics include: performance improvement analysis, needs assessment, models of change, and performance models and interventions.

GTD-5005 - Introduction to Successful Global Training Techniques

Semester Credits: 3 **Weeks:** 8
In this course, students will explore basic principles of global training and development in corporate and educational settings. Students will examine best practices in training that link to organizational strategy. Topics will include the training function, processes, design, diversified methods of instruction, implementation, and evaluation that can be utilized successfully in a global context.

GTD-5007 - The Role of Technology in the Global Training Marketplace

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the impact of rapidly changing technology and the challenges of integrating these technological tools into the global training marketplace. This course will prepare students to identify strategic reasons to implement web-based training, provide tools for best-practices evaluation, and synthesize diverse elements of technology-driven training.

GTD-5011 - Introduction to Best Practices for Training and Presenting to International Audiences

Semester Credits: 3 **Weeks:** 8
In this course, students will investigate best practices for training and presenting to international audiences. There will be opportunities to analyze the role of culture and best practices. In addition, global training skills will be honed through application of practices relative to international training and presentation.

GTD-5013 - Evaluating Training Programs

Semester Credits: 3 **Weeks:** 8
In this course, students gain knowledge of fundamental concepts, principles, theories, and techniques of training evaluation. The underlying value of such knowledge for global trainers is the ability to understand how and why particular training programs are effective or ineffective. Students will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

GTD-5019 - Trainer as Consultant in the Global Marketplace

Semester Credits: 3 **Weeks:** 8
In this course, students will develop an understanding of ways to create value, improve productivity, and deliver change to global organizations. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. Activities will focus on the process of consultation and the various approaches to assisting global organizations as an inside or outside professional.

Health Administration

DHA-7000 - The United States Healthcare Delivery System

Semester Credits: 3 **Weeks:** 8
This course provides a comprehensive overview of the United States (U.S.) healthcare delivery systems with emphasis placed on historical perspectives, characteristics, the various sectors, and functions. You will analyze current issues related to access, cost, and quality; financing and reimbursement; public policy and regulations; as well as the future of the healthcare delivery systems in the U.S.

DHA-7001 - Healthcare Financial Management and Economics

Semester Credits: 3 **Weeks:** 8
This course provides an overview of approaches and processes involved in managing the health enterprise including value analysis, financial risk and required return. You will explore the roles of prices, production of health, demand for health care, theory of health insurance, health insurance and hospital markets, the market for physician services, and the role of government in the U.S. healthcare system.

DHA-7002 - Health Leadership and Systems Thinking

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to the health sector as it currently operates in the US. Through a historical review of this industry, you will learn how it has evolved and implications for its future. The complex structure of the health sector and dynamic interrelationships between various participants will also be explored. In addition, topics such as cost, quality, access, the financing of the healthcare system, and the uses of technology and data management will be investigated.

DHA-7003 - Human Resource Management for Healthcare Administrators

Semester Credits: 3 **Weeks:** 8
This course provides an overview of Human Resource Management in Healthcare Administration. You will examine pertinent employment and workplace safety laws used in healthcare organizations. You also will consider the impact of employee performance on the organization and its stakeholders. The challenges of effective recruitment and retention will be explored. In addition, you will learn the management skills needed by administrators and how to implement related policies.

DHA-7004 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders

Semester Credits: 3 **Weeks:** 8
In this course you will gain an understanding of mass communication, public relations, and marketing principles used in healthcare organizations. You will explore management oversight as it relates to marketing projects and strategies that support an organization's image and mission. Areas to be examined include media relations, internal communications, crisis

communications, and government and community relations. You also will examine how these elements assist in developing strategic partnerships in a global health marketplace.

DHA-7005 - Healthcare Quality Management

Semester Credits: 3 **Weeks:** 8
This course will prepare you to understand theories, and develop, implement, and evaluate quality performance strategies within a healthcare organization. You will gain insights into indicators used to measure quality, in addition to exploring how quality assurance, measurement, and continuous quality improvement is implemented in healthcare organizations.

DHA-7006 - Health Law, Ethics, and Policy

Semester Credits: 3 **Weeks:** 8
In this course, you will critique legal mandates and subsequent managerial responses within a healthcare setting. You will build knowledge and skills required to implement and impact policy development. This course will also explore ethical and non-ethical behaviors of health administrators. Key topics include professional and institutional liability, ethical decision making, and legal issues regarding fraud and abuse.

DHA-7007 - Trends and Issues in Executive-Level Management for Healthcare Administrators

Semester Credits: 3 **Weeks:** 8
In this course you will assess trends and issues affecting senior healthcare administration management. You will evaluate how these trends/issues affect leadership at the highest organizational levels of healthcare settings.

DHA-7009 - Quantitative Reasoning and Analysis

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the principles of quantitative reasoning and analysis used in healthcare research. You will explore quantitative research designs and techniques that can be used to support evidence-based decision making. Topics to be covered include data presentation, statistical analysis, description and testing of relationships, and survey research. Common challenges within quantitative healthcare research will be explored.

DHA-7010 - Project and Resource Management in Integrated Systems

Semester Credits: 3 **Weeks:** 8
The course covers key components of project management within integrated health systems. You will review concepts of project integration, project scope, project timeline and cost management. You also will examine leadership skills used in project management for healthcare. These include human resource considerations, marketing and communications, and risk and procurement management.

DHA-7011 - Advanced Application of Practice-Based Research in Health

Semester Credits: 3 **Weeks:** 8
Using implementation science as a framework to disseminate research in clinical and community-based healthcare, this course you will examine study designs and methods used in this translational research approach that considers how to transfer evidence-based research into practice. You will learn how successful integration of this research, into contemporary application, requires both involvement and input from the end user.

DHA-7012 - Data-Driven Decision Making

Semester Credits: 3 **Weeks:** 8
This course examines how qualitative and quantitative research data informs decision-making in healthcare management. You will review statistical techniques used to analyze healthcare data. You will also evaluate and interpret findings of published research and technical reports to assess application in healthcare settings. Additionally, you will review the need to and methods used to protect health information when conducting and interpreting research.

DHA-7108 - Applied Research Projects in Healthcare

Semester Credits: 3 **Weeks:** 8
Applied research projects in healthcare focus on using current evidence to address an identified problem. In this course, you will gain an understanding of the process healthcare leaders use to respond to problems by learning how to integrate research skills with professional practice. This course introduces you to research processes and methods, including quantitative and qualitative designs. You will critically analyze and determine conceptual models and theoretical frameworks, as well as appropriate secondary data sources. Throughout the course, you will refine a possible topic for your applied doctoral project.

MHA-5000 - Introduction to Healthcare Management

Semester Credits: 3 **Weeks:** 8
This course offers a macro view of the delivery of healthcare services in the United States. An introduction to healthcare leadership competencies, management skills, and the challenges faced by healthcare leaders today is also provided. In this course, you will have the opportunity to examine your own healthcare leadership competencies, interview a healthcare executive, and explore the socio-ecological influences on healthcare organizations. You will also learn concepts and theories that will help you better understand the structures, policies, processes, and the role of information technology in the contemporary healthcare leadership environment.

MHA-5001 - Quantitative Analysis for Healthcare Managers

Semester Credits: 3 **Weeks:** 8
In this course, you will explore research methods and analytical skills essential for problem solving for improvement of the administration and management of the healthcare industry. Integrating research designs used in the healthcare industry, you will determine the appropriate methods for obtaining qualitative and quantitative data to analyze and utilize appropriate statistical tests to support managerial and administrative decisions.

MHA-5002 - Health Management Leadership Seminar

Semester Credits: 3 **Weeks:** 8
In this course you will explore management and leadership theories within the healthcare industry. You will focus on leadership skills and strategies necessary in a healthcare setting and inventory your own personal management style and leadership traits for areas of improvement. Within the scope of healthcare management, you explore the professional and ethical standards of the field.

MHA-5004 - Health Policy & Analysis

Semester Credits: 3 **Weeks:** 8
In this course, you will explore health policy as it applies to the context of the United States healthcare system. As a healthcare leader and advocate, understanding how policy decisions are made and the impact of those decisions in healthcare settings is a vital tool. You will analyze the legal basis of existing policies as well as the processes of development and implementation for new policies. You also will evaluate stakeholder needs in healthcare policy development and implementation.

MHA-5005 - Healthcare Quality Management

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate quality management within healthcare organizations. You will gain familiarity with the tools and models used in the healthcare industry, as well as the processes necessary to implement quality management techniques within various health organization settings.

MHA-5006 - Health Information Management

Semester Credits: 3 **Weeks:** 8
In this course, you will learn about the role of Health Information Management, and its associated technologies, in healthcare settings. You will analyze the implementation of health information technologies. You also will examine how billing and clinical care systems affect organizational operations. You also will assess technology's influence on employee task performance.

MHA-5007 - Managerial Accounting for Healthcare Managers

Semester Credits: 3 **Weeks:** 8
In this course, you will develop an understanding of key financial and managerial accounting tools and concepts used by healthcare administrators. Case studies and modern theory in managerial finance relevant to health services finance will be reviewed. You will apply concepts and tools of financial and managerial accounting to various financial issues in healthcare organizations. This will include budgeting, costing, intermediate reimbursement theory, performance evaluation and cash management.

MHA-5008 - Healthcare Strategic Management & Marketing

Semester Credits: 3 **Weeks:** 8
In this course explores the history, perspectives, concepts, process and role of marketing in the healthcare industry – particularly the health services delivery setting. You will evaluate key marketing concepts and their impact relative to the facilitation of communicating the availability of health related products and services.

MHA-5010 - Health Law and Ethics

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the legal structures and policies found within the healthcare industry. You will also investigate the legal and ethical issues common to managers and providers in healthcare organizations. Strategies for ethical decision making as well as for communicating with stakeholders also will be discussed.

MHA-5011 - Population Health Management

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate the measurement, methods, and models of assessing population health and population health status. You will also analyze various portions of specific populations with the intention of developing recommendations and interventions needed to improve health outcomes.

MHA-5012 - Human Resource Management

Semester Credits: 3 **Weeks:** 8
In this course, you will review the employment law, related concepts and practical tools necessary for meeting human resource challenges in today's healthcare environment. This includes assessing workplace safety needs. Employee recruitment, selection, performance and retention strategies will be examined. Credentialing of healthcare providers as well as employee compensation will be discussed.

MHA-5103 - Healthcare Finance

Semester Credits: 3 **Weeks:** 8
In this course, you will become familiar with how healthcare managers utilize financial data in decision-making processes. You will learn the basic concepts, principles, and applications of healthcare finance. The financial well-being of healthcare organizations will be evaluated using appropriate financial tools. Keeping legal and ethical considerations in mind, you will learn to develop long term financial plans for healthcare organizations. You will determine the potential impacts and consequences of financial decision-making on operations, healthcare, resources, and quality of care.

MHA-5109 - Health Economics

Semester Credits: 3 **Weeks:** 8
This course provides you with the ability to apply economic models to health service issues and problems in your role as a health systems manager. Insights gained from the course will facilitate problem-solving using economic models with emphasis on the relationship between economics and finance for healthcare delivery systems. You will investigate the demand for health care from traditional and behavioral economic perspectives and the supply of health services from the individual provider and industry perspectives. The impact of industry structure on the demand and supply of health services will be covered. Ethical dimensions and the effect of policy at various levels will also be examined.

MHA-5999 - MHA Capstone Course

Semester Credits: 3 **Weeks:** 8
In this course, you will transition from theory to practice, and from learner to user of the knowledge and skills required for health organization management. The course will emphasize the integration and application of management theory in a contemporary context.

Health Psychology

PSY-5301 - Foundations in Health Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in health psychology. Health psychologists use the scientific method to understand the interaction of biological, psychological, and social factors to determine both health and illness. This area of psychology involves the application of psychological principles to prevent illness, improve personal health outcomes, and impact healthcare systems at large. Health psychologists work in helping professions, hospitals, social services, industry, government, and nonprofit organizations for which clinical training is not necessary. Current models/theories, subspecialties, history, ethical concerns, issues related to diversity, and research in health psychology will be explored.

PSY-5302 - Stress and Coping

Semester Credits: 3 **Weeks:** 8
This course examines sources, manifestations, and coping models for stress. A special emphasis is put on the role of thought and cognition in mediating stress. Students will develop an array of tools for dealing with stress in themselves and others.

PSY-5303 - Behavioral Nutrition

Semester Credits: 3 **Weeks:** 8
This course introduces the student to evidence-based knowledge on the interaction between nutrition, behavior, and mental health. Various theoretical perspectives on nutrition and health-related behavior change will be introduced. Key behavioral nutrients are identified and the current research on how these nutrients interact with brain functioning and mental health will be

assessed. Ethical issues in applying sound scientific knowledge on behavioral nutrition to diverse gender, ethno-cultural and age groups will also be addressed.

PSY-5304 - Collaborative Care and Mental Health Policy

Semester Credits: 3 **Weeks:** 8
This course will provide an overview of the collaborative care model as applied in health psychology. You will examine ethical considerations as well as the role of diversity while implementing this approach in healthcare settings. You also will interpret research findings relevant to mental health policy and legislation and assess the model's application in collaborative care and mental health policy.

PSY-6104 - Positive Psychology

Semester Credits: 3 **Weeks:** 8
The course focuses on the positive psychology principles of positive subjective experience, positive traits, and positive institutions. It is an emerging shift within the field of psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on positive human strengths such as optimism, gratitude, hope, and justice. The course offers an opportunity for theoretical exploration and practical application.

PSY-6107 - Adult Psychopathology

Semester Credits: 3 **Weeks:** 8
This course explores the concept of psychopathology and perspectives on what distinguishes mental health from mental illness and how research and assessment is applied to this field. Various diagnostic categories will be examined as well as the origins, prevention, and interventions related to psychopathology.

PSY-6117 - Psychology of Trauma

Semester Credits: 3 **Weeks:** 8
In this course, you will consider trauma as a threat to the meaning system of individuals, a threat that occurs in a cultural and ethnic background and has different meanings for diverse individuals. You will consider how individuals can prevent or prepare for traumatic events, the special situation of trauma in the military, and the role of meaning reconstruction in trauma recovery.

PSY-6304 - Coaching for Health and Wellness

Semester Credits: 3 **Weeks:** 8
This course focuses on evidence based approaches for coaching others in the prevention of illness, promotion of health, and living optimally with chronic illness. Key processes such as goal setting, identification of obstacles, and use of personal support systems will be addressed.

PSY-6305 - Capstone in Health Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Health Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Health Psychology.

PSY-6311 - Internship in Health Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in Health psychology may opt to complete their degree by taking an internship in Health Psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

Homeland Security

HS-5101 - Introduction to Homeland Security

Semester Credits: 3 **Weeks:** 8
This course introduces students to the contemporary aspects of homeland security and retraces the series of significant changes implemented following the terrorist attacks on September 11th, 2001. Students will gain a broad understanding of a number of multi-faceted homeland security topics relevant to America's present-day domestic and international environments. An overarching analysis of the highly integrated and operationally collaborative nature of modern-day contigency-driven emergency responses by federal, state, local, and (Native American) tribal-level governments, private for-profit corporations, and non-profit organizations are also examined.

HS-6002 - International Crime and Terrorism

Semester Credits: 3 **Weeks:** 8
In this course, you will address the linkage of terrorism to criminal activity and the effect on the proper response. You will explore the implications for political, law enforcement, and military institutions. Included in this exploration are the global drug trade, human trafficking, and associated criminal activities such as money laundering and arms deals.

HS-6003 - Homeland Security Risk Management

Semester Credits: 3 **Weeks:** 8
This course provides students with a comprehensive introduction to the major issues essential for understanding homeland security and its foundation in all-hazard emergency management. Assignments provide the students with the opportunity to examine the use of risk analysis in homeland security operations. Students will examine risk analysis processes in situations from mitigation to recovery.

HS-7000 - Homeland Security and Terrorism

Semester Credits: 3 **Weeks:** 8
This course serves as an introduction to the study of homeland security and will provide an overview of the practical discipline, including readings on the various government agencies involved in different aspects of homeland security. The course will also include an overview of the terrorist threat faced today and an examination of how that threat came into being.

HS-7004 - Local Emergency Management and Civil Preparedness

Semester Credits: 3 **Weeks:** 8
In this course, students will analyze the operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the National Incident Management System functions and use it to plan the use of emergency response organizations. Students will explain and assess local community capabilities to maintain the safety of their populations and the processes through which local emergency response agencies can request assistance.

HS-7010 - Transportation Security

Semester Credits: 3 **Weeks:** 8
In this course, students will closely examine transportation networks with regard to the security demands now required. The course assignments include the exploration of the threats to each industry and measures needed to secure the networks from a domestic and global perspective. Regulatory agencies, both domestic and international, will be subjects of study as well as national and international agreements.

HS-7013 - Intelligence and Law Enforcement

Semester Credits: 3 **Weeks:** 8
In this course, students will take a critical look at the integration of intelligence operations and law enforcement in the realm of homeland security. Topics will also include the composition of the U.S. intelligence community, roles of various U.S. intelligence agencies, and issues facing the U.S. intelligence community. The course provides the knowledge necessary to utilize strategic intelligence effectively in the law enforcement and public safety realm.

HS-7014 - Strategy, Resiliency, and Coping with Fear

Semester Credits: 3 **Weeks:** 8
In this course students will have an opportunity to gain a conceptual understanding of the meanings of strategy, national interests, elements of power, and asymmetric threats. Students also will explore the meaning of the concept of resiliency as well as how terrorists use fear to their advantage. An understanding of these concepts will aid any homeland security professional in performing their duties and protecting the populace.

Human Resources Management

HRM-5000 - Human Resource Management in the 21st Century

Semester Credits: 3 **Weeks:** 8
This course will provide you with an understanding of how human resource functions integrate throughout organizations and contribute to optimal organizational effectiveness. You will be introduced to human resource management strategy for national and global business environments. In addition, you will explore foundational concepts, theories, and effective practices in human resource management.

HRM-5001 - Recruitment and Human Resources Information Systems

Semester Credits: 3 **Weeks:** 8
This course presents a comprehensive staffing model that identifies the key components of staffing, external influences, and staffing system management. Major areas covered are staffing models and company strategy, external influences (economic laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, the final match, retention, and management of the staffing system. Emphasis is placed on staffing strategy and the importance of external selection in securing employees that will become productive members of the organization. This course also focuses on the integration of technology into core staffing functions.

HRM-5002 - Compensation Issues in Human Resources Management

Semester Credits: 3 **Weeks:** 8
This course explores four strategic choices in managing compensation: 1) concerns for internal consistency, 2) external competitiveness, 3) employee contributions, and 4) administration. Each of these strategic decisions is examined in terms of the major compensation issues requiring resolution. The examination is made in the context of related theories, research, and state-

of-the-art practices that can guide compensation decision making. Additionally, the course will examine employee morale, performance, mobility path, policies and training and learning opportunities as non-wage areas of concern in regards to managing employee compensation.

HRM-5003 - Labor Relations

Semester Credits: 3 **Weeks:** 8
In this course, students will examine the history and development of labor relations, the structure of union organizations, and the process of negotiations and contract administration. The course begins by establishing the present state of the labor movement and models the decision process that can be used to decide whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, risk management, impasse resolution, employees' safety, and contract administration. Students will conclude the course by examining global issues with regards to unionization and how international labor organizations can affect a domestic company and its employees.

HRM-5004 - Supervisory Concepts and Practices

Semester Credits: 3 **Weeks:** 8
Through a blend of theory, practice, and skill development, you will explore the supervisory concepts, practices, challenges, and limitations that affect management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into opportunity, think strategically, lead change initiatives, motivate employees, encourage a positive work environment, analyze and address the challenges of managing a diverse talented workforce, and effectively communicate with both internal and external stakeholders. You will learn how to apply the principles of supervisory management to recognize and take advantage of these opportunities.

HRM-5008 - Legal Issues in Human Resources Management

Semester Credits: 3 **Weeks:** 8
This course is designed to enable you/Human Resources Manager to recognize and analyze potential legal implications of common workplace situations. This course will help you understand and evaluate current trends and issues in employment laws, regulations, and HR policies and to apply this knowledge in a way that effectively manages risk in the employment relationship. In this course, considerations are addressed regarding the employment relationship, employment laws, and HR policies resolving employment disputes and examining global matters with regards to unionization and current/future trends in employment and Human Resources laws and regulations.

HRM-5009 - Training and Development

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the strategic roles of training and development in organizations. The techniques regarding how to assess organizational, team, and individual needs for training and development will be reviewed. Based on the needs identified, design of appropriate programs and evaluation of the effectiveness can be executed.

HRM-5010 - Managing a Diverse Workforce

Semester Credits: 3 **Weeks:** 8
This course will help you acquire the essential skills to be an effective manager in today's global workplace. You will examine concepts and apply strategies necessary for managing diverse teams and individuals, ethical decision-making, and creating an organizational culture that fosters an accepting culture for a diverse workforce.

HRM-5011 - Global Talent Development and Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the foundations for global talent development and management as well as the strategic role that training and development plays in the management of an international workforce. Roles and practices of HR in the context of global corporations and organizations will be discussed with consideration of cultural issues. Techniques on assessing the organizational needs and designing the appropriate programs for training and development will be analyzed. Also, HR practices and programs in various national and regional contexts will be reviewed to help you develop core competencies necessary for global assignments.

HRM-5020 - Capstone

Semester Credits: 3 **Weeks:** 8
In this course, you will synthesize the foundational knowledge and skills needed to be an effective human resources leader in a global business environment. The knowledge of main HRM areas will highlight critical roles of managers in terms of utilizing diverse human capital in consideration of improving organizational performance as well as employee satisfaction and well-being.

HRM-7000 - Human Resources Management in the 21st Century

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the development of the human resource function in organizations. From exploring employee recruitment, motivation, performance and various forms of compensation and benefits packages, you will view the human resource function in a strategic role that enhances global business environments.

HRM-7002 - Compensation and Benefits

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.

HRM-7003 - Labor Relations

Semester Credits: 3 **Weeks:** 8
In this course, you will explore all aspects of labor relations from a human resources perspective. This will include the history, structure, politics, processes, and relationships associated with bargaining units (unions). You will examine how unions can change attitudes and behaviors of both management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.

HRM-7004 - Supervising in the 21st Century

Semester Credits: 3 **Weeks:** 8
Prerequisites: *Fundamental requirement in General Management

In this course, you will examine supervisory concepts, laws, regulations and HRM practices used in the 21st Century. You will explore techniques for motivating employees as a supervisor of diverse workforces and evaluate the role of supervisors in organizational planning.

HRM-7007 - Cultural Issues

Semester Credits: 3 **Weeks:** 8
This doctoral course examines the uniqueness of culture and its impact on all areas of organizational operations. This includes

such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. The Twenty-First century Human Resources professional must have an open mind and a willingness to suspend judgments, ask questions, and listen to answers.

HRM-7008 - Legal Issues in Human Resources Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore multiple levels of employment, including management, full-time employees, part-time employees, temporary employees, and contracted employees based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.

HRM-7009 - Organizational Behavior in Human Resource Management

Semester Credits: 3 **Weeks:** 8
In this course, you will examine how organizational behavior is relevant to HRM. You will explore theories that support and explain causes and outcomes of typical issues in HRM. In addition to individual behaviors in organizations, team dynamics in relation to organizational structures will be discussed in consideration of organizational goals and employee well-being.

HRM-7010 - Human Resource Management Policy and Implementation

Semester Credits: 3 **Weeks:** 8
In this course, you will review policy development processes, how these are implemented and the outcomes resulting from policies being deployed. You will consider various forces that affect HR policies including the needs of global environments, organizations, and employees. You will develop policy implementation plans that include the necessary steps, resource allocations, and measurement of outcomes.

HRM-7020 - Workforce Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how to manage human resources to optimize organizational effectiveness as well as individual outcomes in a global context. You will consider current laws, public policies, recruitment and retention strategies. In addition, you will determine how employees' concerns and complaints are incorporated into organizational decision-making.

HRM-7022 - Diversity and Inclusion

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how the HRM function creates a more inclusive culture by valuing diversity of its workforce. During the course, you will review organizational decisions on diversity issues in order to learn how to avoid discrimination while improving organizational effectiveness. To gain an awareness of corporate best practices, you will examine HRM's role in diversity and inclusion cases.

HRM-7026 - Strategic Human Resource Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the strategic role of human resources in organizations. Through an examination of HRM functions, you will determine how these align with the strategic direction of organizations. In addition, you will consider the potential contributions and challenges that HRM might face, especially during organizational change processes. You will then develop HRM initiatives that help achieve organizational goals.

Inclusive Leadership

INL-5000 - Developing Competencies for Global Inclusive Leadership

Semester Credits: 3 **Weeks:** 8
Inclusive leaders are committed to strategies that promote diversity, equity, inclusion, social justice, and cross-cultural competencies in the workplace. In this course, you will learn the key competencies, principles, theories, and practices of inclusive leaders. Leaders of global organizations and companies must navigate cultural and interpersonal differences and know how and when to leverage human capital to sustain organizational growth. Developing skills in interpersonal relationships, conflict management, intersectionality, systems thinking, as well as emotional, social, and cultural intelligence are some of the foundational elements of inclusive leadership. By the end of this course, you will understand the business case for inclusiveness and be able to practice the skills of equity-minded leaders.

INL-5010 - Leveraging Global Diversity for Results

Semester Credits: 3 **Weeks:** 8
Inclusive leaders engage talent acquisition and retention strategies to increase the talent pool and encourage diverse perspectives to drive individual and team performance. Creating an inclusive workplace eliminates impediments so that employees are respected and their endeavors are valued. As organizational leaders engage various stakeholders, the ability to leverage the power of diverse teams is critical. In this course you will learn the use of empowerment, accountability, and collaboration to lead high-performing groups and to champion diversity, equity, and inclusion in their organizations. You will also learn why team members engage and how to recognize patterns of disengagement.

INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability

Semester Credits: 3 **Weeks:** 8
In this course you will gain awareness and tools for successfully building and leading inclusive organizations. You will assess and gain insights into your strengths and identify opportunities for targeted growth on selected inclusive leadership skill dimensions. You will learn how to improve your cross-cultural competence and exercise moral courage to challenge false assumptions, and the roles that mentorships, sponsorship programs, and affinity groups play in developing inclusive teams to create allies within the organization. Through this course, you will learn how to use one-on-one strategies such as emotional intelligence, active listening, courage, humility, and curiosity, to lead the inclusive organization with trust, fairness, and consistency.

Information Technology

TIM-5000 - Principles of Information Technology for the IT Professional

Semester Credits: 3 **Weeks:** 8
Information technology is an evolving profession where professionals must remain current with emerging technologies to reliably support enterprise or organizational operations. During this introductory course, you will learn about the evolution of information technology, the primary IT components and functions, the IT solutions development process, and the role of technical policies and IT protocols to provide a baseline of knowledge to support you through the program. You will also explore relevant legal, ethical, privacy, and security issues affecting information technology in today's technology environments.

TIM-5025 - Networks, Clouds and Mobile Computing

Semester Credits: 3 **Weeks:** 8
This course introduces the networks, and the accommodation of cloud, IoT, and mobile computing environments that are essential components of today's successful organizations. During this course, you will study the features, topologies, protocols, and services that contributed to the evolution of global communications and data exchange. You will also explore the architectures, components, and structures for telecommunications related devices, and examine the tools and methods used to

configure and manage remote and virtual environments. By the end of the course, you will model a network architecture with basic network security considerations to support all devices and services.

TIM-6350 - Network Modeling and Design

Semester Credits: 3 **Weeks:** 8
Network design is a dynamic endeavor that constantly changes to accommodate the increasing demands of cloud, mobile, and virtual environments. This course provides a detailed study of the hardware appliance configuration and parameter setting requirements of network design models. During this course, you will create a network model and evaluate the configuration settings for safety and performance using network modeling tools. You will also study addressing schemes and capacity planning techniques to increase network performance by reducing the probability of collisions and congestion.

TIM-6360 - Advanced Network Risk Management

Semester Credits: 3 **Weeks:** 8
As the industry and networking landscape evolves, technology experts must take proactive measures to manage the risks that threaten IT networking. This course provides a detailed study of applied strategies and tools for mitigating risks that threaten networks and connected technologies. During this course, you will measure the impact of threats and vulnerabilities and apply risk identification, modeling, and analysis tools to manage and control network performance. You will also create risk reduction solutions that comply with legal requirements, support operations and services, and ensure a reliable technology platform.

TIM-6370 - Network Governance, Control and Assurance

Semester Credits: 3 **Weeks:** 8
Legal requirements and standards require compliance with specific statutes and control measures. Thus, network and data administrators must be able to write and update network management standards and procedures. During this course, you will explore the concept of network governance and identify the requirements needed to configure and implement a reliable IT installation. You will also explore high-level IT policies and ways to translate them into measurable controls to enforce data and process integrity. This is the foundation of secure physical and cloud-based electronic working environments.

TIM-6445 - Wireless Networking

Semester Credits: 3 **Weeks:** 8
Today's networking landscape has been transformed with the inclusion of cloud and mobile computer platforms. These additional platforms, along with the internet of things (IoT), neural networking, and AI, require the need for stronger network configurations, management, standards, and practices. This course provides an in-depth examination of wireless networking devices and tools (hardware and software). During this course, you will apply network standards and protocols to enhance a networking landscape to improve wireless communications in support of multiple IT platforms.

TIM-6450 - Advanced Network Administration

Semester Credits: 3 **Weeks:** 8
In this advanced network administration course, you will be immersed in the critical considerations needed for a strong networking platform, with a focus on the physical layers of the Open Systems Interconnection (OSI) model. During the course, you will study advanced topics about the effective design, implementation, and administration of networking hardware and software. By the end of the course, you will develop an advanced standard protocol for device configuration that avoids collisions and improves network security.

TIM-6590 - Strategic Management of IT Systems and Services

Semester Credits: 3 **Weeks:** 8
Effective information technology professionals must be able to assess, plan, implement, and manage technical systems and services to ensure their integrity. During this capstone course, you will demonstrate the knowledge and skills gained throughout the Master of Science in Information Technology program by creating and presenting a comprehensive IT implementation plan. The strategic implementation plan should integrate strategies for improvement, including industry standards, metrics, procedures, and tools. It should also integrate hardware and software configurations, multiple operating systems, applications, and data protection rules to support organizational operations.

Industrial/Organizational Psychology

IOP-8400 - Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
This course focuses on how psychological principles are applied in work settings. Current models, theories, and research in industrial/Organizational (I/O) Psychology will be explored. The role of attitude and motivation, as well as group factors and leadership in forming a social context for work will also be addressed.

IOP-8404 - Consulting in Business, Education, and Health

Semester Credits: 3 **Weeks:** 8
Consulting in businesses, schools, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop the personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY-5111 - Applied Statistics in I/O PSY

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to descriptive statistics, hypothesis testing, confidence intervals, margin of error, and the visual representation of statistical data. The emphasis in this course is on developing a conceptual knowledge of how statistics are used in the setting of I/O Psychology. The student will learn about many of the commonly used statistical tests in psychological research such as t-tests, ANOVA, correlation, regression, and chi-square are along with their interpretation. Students will demonstrate analytical proficiency by creating and interpreting tables and graphs based on results of statistical tests in preparation for sharing presentations with stakeholders.

PSY-5401 - Foundations in I/O Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in Industrial/Organizational (I/O) Psychology. This area of psychology involves the application of psychological principles to work settings, which includes personnel selection, training and development, performance management, stress and motivation, work attitudes, leadership, teams, and work-life balance. Current models, history, ethical and legal concerns, and research in I/O Psychology will be explored. In addition, graduate-level skills—such as academic integrity, effective use of the University Library, comprehension of complex scholarly texts and research articles, and use of APA format and style in professional communication—are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5402 - Organizational Development

Semester Credits: 3 **Weeks:** 8
This course explores the role of the Organizational Development (OD) practitioner in supporting and/or leading change in individual, group, and organizational settings. In order to facilitate change so that it enhances productivity, students will learn

about the evolution of organizational development, the process of change, and the many types and components appropriate in different OD situations. Student will also examine the principles, theories and ethics of organizational development and change. The goal of this course is for students to be able to both manage and implement interventions to remake the way an organization functions.

PSY-5403 - Personnel Selection and Recruitments

Semester Credits: 3 **Weeks:** 8
In this course, personnel recruitment and selection is introduced as an evidence-based practice aimed at identifying qualified candidates and encouraging them to apply for jobs with an organization. The student will discover and understand the theories and principles of Industrial/Organizational Psychology (IO) that focus on personnel recruitment and selection. Students will also evaluate the methodology, including the assessment tools and develop persuasive arguments about personnel recruitment and selection. The goal of this course is to use a systematic approach of hiring and promoting qualified personnel.

PSY-6411 - Internship in I/O Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in I/O psychology may opt to complete their degree by taking an internship in I/O psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice

PSY-6414 - Small Group Theory and Team Processes

Semester Credits: 3 **Weeks:** 8
This course examines the small group and team processes in the workplace. Topics include team development, effectively leading teams, the establishment of group norms and goals, group problem solving and decision making, and resolving group conflict. Both research and application of concepts are highlighted.

PSY-6421 - Psychology of Leadership

Semester Credits: 3 **Weeks:** 8
Students in this course will examine leadership in the modern global workplace, emphasizing the elements of a good leader. Trait, behavior, contingency, and contemporary theories of leadership and management will be explored. Legal and ethical/moral issues as well as gender and sociocultural challenges will also be highlighted throughout the course. Additional topics include: leadership skill development, managing conflict, developing a leadership vision, leading groups and teams, and leadership versus management. Students in this course will gain an understanding of their own leadership style and improve their leadership self-awareness.

PSY-6422 - Work Motivation and Employee Engagement

Semester Credits: 3 **Weeks:** 8
This course reviews motivational theories and evaluates their application to employees and groups within the workplace. Aspects of employment engagement to be covered include job enrichment, employee voice, employee empowerment, and employee satisfaction.

PSY-6423 - Training and Evaluation

Semester Credits: 3 **Weeks:** 8
In this course, students will develop an understanding of employee development and performance improvement by examining methods of workforce training and program evaluation in organizations. Topics include adult instruction strategies, competency modeling for professional development, job retraining, skills-gap and needs analysis, return on investment, transfer of training, and organizational change. The role of training in organizational health will be highlighted and emerging trends in training methods for a global, virtual workplace will be discussed.

PSY-6425 - Survey Methods and Organizational Behavior

Semester Credits: 3 **Weeks:** 8
This course covers development and usage of organizational surveys and related topics, such as attitude measurement, job satisfaction, and the evolving uses of surveys in organizations. Students will examine the challenges faced by consultants in designing and implementing organizational surveys, such as potential sources of bias, respondent recruitment, data collection methods, and ethical issues related to privacy.

PSY-6429 - Capstone in I/O Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in I/O Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in I/O Psychology.

Instructional Design

EL-5004 - Designing for E-Learning

Semester Credits: 3 **Weeks:** 8
The focus of this course is instructional design for e-learning. You will use established frameworks and models as platforms for interpreting front-end analyses through recommending assessment strategies, all from the perspective of digital modalities. You will also explore professional standards and competencies related to instructional design generally and digital environments, in particular.

ID-5000 - Fundamentals of Instructional Design

Semester Credits: 3 **Weeks:** 8
This introductory course provides the opportunity for you to demonstrate proficiency in the fundamentals of instructional design (ID). Relevant topics at an introductory level include comparing ID models, interpreting necessary analyses, exploring principles and theories relevant to learning and ID across diverse communities of practice, and analyzing the influences of ethical, legal, and political trends on designing instructional and training solutions.

ID-5010 - Applying Theory to Instructional Design

Semester Credits: 3 **Weeks:** 8
Theories are foundational to scholarly inquiry, and many theories impact the design and development of instructional and training solutions. In this course, you will investigate some of these theoretical influences, particularly learning theories, and critique the effectiveness of different solutions according to various theories. Application of theory is also influenced by ethical, legal, and political factors that will be explored within the context of design and development of instructional and training solutions. From the perspectives of both learners and organizations, you will also review the use of digital portfolios to demonstrate specific competencies.

ID-5020 - Analyzing Needs, Contexts, and Learners

Semester Credits: 3 **Weeks:** 8
In this course, you will have the opportunity to demonstrate expertise with analyses of needs, contexts, and learners. You will examine ways to assess whether organizational needs can be met with instructional and training solutions as well as the ethical, legal, and political factors that influence these decisions and any subsequent solutions. You will practice analyzing potential learners and their learning and performance contexts, illustrating the data from your analyses, and justifying your recommendations to stakeholders. Finally, you will also begin work on your digital portfolio to which you will contribute evidence of the competencies you develop throughout the program.

ID-5030 - Assessment of Learning

Semester Credits: 3 **Weeks:** 8
The assessment of learning serves multiple purposes. In this course, you will explore assessment for learning, assessment of learning, and assessment as learning. At the core of assessment is data, and you will practice illustrating and using data to justify design recommendations for diverse stakeholders. As you work through the assessment cycle – from initial design through use of resulting data – you will consider the influences of ethical, legal, and political factors. You will also consider how your digital portfolio illustrates assessment for, of, and as learning by correlating some of your own learning artifacts with professional standards and competencies.

ID-5040 - Design Principles for Multimedia Learning

Semester Credits: 3 **Weeks:** 8
In this course, you will explore different design principles for multimedia learning. You will not only evaluate factors that impact the effectiveness of multimedia for various learning contexts and audiences, you will also measure the effectiveness of such multimedia learning. You will then be able to provide stakeholders with methods for selecting and designing multimedia as well as ways to optimize existing multimedia solutions. Based on your learning, you will use different tools to design your own multimedia assets.

ID-5045 - Design Principles for Multimedia Learning - MEd

Semester Credits: 3 **Weeks:** 8
In this course, you will explore different design principles for multimedia learning. You will not only evaluate factors that impact the effectiveness of multimedia for various learning contexts and audiences, you will also measure the effectiveness of such multimedia learning. You will then be able to provide stakeholders with methods for selecting and designing multimedia as well as ways to optimize existing multimedia solutions. Based on your learning, you will use different tools to design your own multimedia assets.

ID-5050 - Development of Learning Materials

Semester Credits: 3 **Weeks:** 8
This course will support your skills in developing both digital and print-based learning materials. You will evaluate factors that impact the effectiveness of learning materials for various learning contexts and audiences, including consideration for cultural competencies within materials. You will also evaluate evidence for developing learning materials that align with measurable goals and use multiple tools to illustrate the delivery of learning materials, such as diagraming storyboards. Evidence of the effectiveness of these materials for specific needs, contexts, and learners will be assembled in your growing portfolio.

ID-5060 - Authoring Tools for Design and Development

Semester Credits: 3 **Weeks:** 8
This course allows you to evaluate authoring tools for the design and development of instructional and training solutions. You

will investigate the benefits and limitations of different authoring tools and use these tools to sketch storyboards and produce authentic products for instruction and training. Throughout the course, you will examine ethical, legal, and political influences on the selection and use of authoring tools. You will continue to showcase your developing competencies through your digital portfolio.

ID-5070 - Development Models and Evaluation of Design

Semester Credits: 3 **Weeks:** 8
In this course, you will illustrate different development models and use specified methods for evaluating the design and development of instructional and training solutions. This process includes recommending revisions based on user feedback and evaluating the ethical, legal, and political factors impacting iterative designs and evaluations of instructional and training solutions. You will use your learning in this course to evaluate the artifacts you have curated in your digital portfolio.

ID-5080 - Special Considerations in Design Practice

Semester Credits: 3 **Weeks:** 8
This course enables you to explore special considerations in design practice. Such special considerations include emerging models, theories, and technologies that can be applied to the design and delivery of instructional and training solutions for unique learning needs, contexts, and stakeholders. You will continue your examination of the ethical, legal, and political implications of these special considerations, and this examination will be included as an artifact in your digital portfolio.

ID-5090 - Project Management for Instructional Design

Semester Credits: 3 **Weeks:** 8
This course prepares you for the broad role instructional designers assume in most organizations. You will create commonly used documents for the initiation, planning, and closure phases of instructional design projects. You will also examine strategies for stakeholder communication and change management, including ethical, legal, and political implications throughout instructional design projects.

ID-6000 - Instructional Design Capstone

Semester Credits: 3 **Weeks:** 8
In this course, you will demonstrate your proficiency in designing, developing, and evaluating instructional and training solutions as well as managing such projects from initiation to closure. In addition, you will appraise the value of artifacts you have curated throughout your program in comparison with not only the program learning outcomes, but also with professional competencies and standards recognized across the industry.

ID-7020 - Leading and Managing Complex Design Projects

Semester Credits: 3 **Weeks:** 8
In this course, you will demonstrate advanced expertise in leading and managing complex design projects with diverse stakeholders. Toward this goal, you will determine needed resources, create timelines, overhaul procedures based on feedback, consider strategies to address legal, ethical, and political factors, and evaluate technologies that support leading and managing complex design and development projects.

ID-7040 - Development Models and Evaluation of Design

Semester Credits: 3 **Weeks:** 8
There are many ways to develop instructional and training solutions as well as to evaluate those designs and products. In this course, you will examine multiple models for developing products based on designs, so the focus of this course is more about development and evaluation than design itself. By the end of the course, you will be able to validate design effectiveness through

multiple methods, formulate strategies to address resistance to iterative design and evaluation, maximize effectiveness of complex design processes and products among diverse stakeholders, select technologies for prototype iteration for instructional and training solutions, and produce research-based recommendations for evaluation of instructional and training solutions.

ID-7080 - Special Considerations for the ID Leader

Semester Credits: 3 **Weeks:** 8
This course supports your exploration of special considerations faced by leaders of complex instructional design and development projects. These considerations will include the ethical, legal, and political factors on which you have reflected throughout your program. These considerations will also include leadership theories and practices for emerging models, theories, and technologies used in the projects and organizations in which you lead.

ID-8020 - Models and Heuristics of Instructional Design

Semester Credits: 3 **Weeks:** 8
Heuristics are common approaches to completing tasks, even those approaches lack direct alignment with a scholarly model. This course offers you the opportunity to distinguish heuristics and models and evaluate the ethical, legal, and political implications of each as you facilitate collaboration among diverse stakeholders. You will illustrate the relationships between heuristics and models and justify your choices for various design projects.

ID-8030 - Collaboration in Design Practices and Products

Semester Credits: 3 **Weeks:** 8
This course will support your development of collaboration skills necessary in design and developing instructional and training solutions. You will also cultivate collaboration in the diverse stakeholders for the projects you are managing, including recommending the allocation of resources and estimating the return on investment. The course will continue your exploration of ethical, legal, and political considerations in project management and collaboration.

ID-8040 - Evaluation of Design Processes and Products

Semester Credits: 3 **Weeks:** 8
Innovation is more than just doing things differently. In this course, you will determine the characteristics of innovation and specify what constitutes innovation across different learning experiences. Different contexts will be at different stages and levels of complexity within learning experience design, so what is innovative for one context may be routine in another context. As you learn about innovation, you will be able to predict the application of emerging processes and tools on innovation in the learning sciences and recommend opportunities for innovation within specific learning experiences.

ID-8060 - Innovation in Learning Experiences

Semester Credits: 3 **Weeks:** 8
Innovation is more than just doing things differently. In this course, you will determine the characteristics of innovation and specify what constitutes innovation across different learning experiences. Different contexts will be at different stages and levels of complexity within learning experience design, so what is innovative for one context may be routine in another context. As you learn about innovation, you will be able to predict the application of emerging processes and tools on innovation in the learning sciences and recommend opportunities for innovation within specific learning experiences.

ID-8080 - Special Considerations in the Practice and Research of Instructional Design and Development

Semester Credits: 3 **Weeks:** 8
In this course, you will explore special considerations in the practice and research of instructional design and development. Such considerations include emerging models, theories, and technologies that can be applied to the design and delivery of instructional and training solutions for unique learning needs, contexts, and stakeholders. You will continue your examination of the ethical, legal, and political implications of these special considerations.

ID-8200 - Advanced Instructional Design

Semester Credits: 3 **Weeks:** 8
This course builds on your foundational knowledge of instructional design with advanced practice. You will recommend instructional and training solutions based on existing assessment and evaluation data, formulate procedures for collaborative design projects with diverse stakeholders, and categorize legal, ethical, and political influences on the design of contemporary instructional and training solutions. You will develop instructional materials, including multimedia learning assets that comply with professional practice of instructional design and development.

ID-8210 - Theoretical Foundations of Instructional Design

Semester Credits: 3 **Weeks:** 8
Theories are foundational to scholarly inquiry, and many theories impact the design and development of instructional and training solutions. In this course, you will dig deeper into relevant theories and hone your ability to both recognize the theoretical influences of existing solutions as well as select the appropriate theoretical foundation for new solutions. You will practice defending your design recommendations with consideration for the ethical, legal, and political factors that might influence the application of theory within the design and development of instructional and training solutions.

ID-8250 - Advanced Simulations, Games, and Mobile Design

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the design and development of simulations, games, and mobile learning. You will critique game theory and its relevance to the design of instructional and training solutions. You will also evaluate platforms for the design and delivery of gaming solutions as well as simulations and mobile learning. Based on this work, you will measure the effectiveness of such designs for various learning contexts and audiences. Finally, you will develop learning assets based on games, simulations, and mobile learning and share those assets in your portfolio.

Instructional Leadership

IL-5000 - Instructional Leader as Creator of Learning Culture

Semester Credits: 3 **Weeks:** 8
In this course, students explore the knowledge, skill sets and behaviors that enable instructional leaders to establish and sustain professional learning cultures. Students will have the opportunity to expand their knowledge base per curriculum and its function(s) in educational settings. Students pursuing a specialization in instructional leadership will take this as their first course.

IL-5001 - Instructional Leader as Advocate and Decision Maker

Semester Credits: 3 **Weeks:** 8
In this course, students examine the role of instructional leader as decision maker. The importance of this particular role is grounded in the realization that the instructional leader articulates the vision that reflects the mission, core values, beliefs, and purpose of the educational enterprise. Additionally, the instructional leader's role as advocate is to support the development and maintenance of high standards of performance and achievement. As decision maker and standard bearer for the enterprise, the instructional leader models the way and leads by example.

IL-5002 - Instructional Leader as Community Conduit

Semester Credits: 3 **Weeks:** 8
In this course, students will investigate diverse leadership approaches to effective community engagement. Mastery is attained by creating a needs assessment to evaluate the strength of family, school, and community partnerships. Topics include: Professional Learning Communities, public relations, mission and vision, and instructional leadership roles and responsibilities.

International Education

IE-5001 - Introduction to Global and Comparative Education

Semester Credits: 3 **Weeks:** 8
In this course, students will develop the skills needed to be effective educators in a global society. Students will explore the connections between diverse education systems and evaluate various theories of comparative education. Topics include: comparative and global education, cross-national comparative analysis, global educational transfer and borrowing, and tools and instruments used in global education.

IE-5003 - International Education Concepts and Theory

Semester Credits: 3 **Weeks:** 8
In this course, students will explore concepts and theories of education systems around the world, including the cultural and historical bases of these systems and the spread of educational trends across the globe. Alternative theories and definitions of development, as expressed in international education institutions, will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.

IE-5005 - International Organizations in Global Education

Semester Credits: 3 **Weeks:** 8
In this course, students will be introduced to global education organizations. Students will explore diverse organizations engaged in international education, ranging from the International Baccalaureate Program to UNESCO to NGOs, and examine key guiding initiatives and policies. This course also provides a good orientation to students who anticipate working with or for international organizations.

IE-5007 - Conflict Resolution in an International Context

Semester Credits: 3 **Weeks:** 8
In this course, students will examine the conceptual underpinnings of peace and conflict resolution and the paradigmatic models of conflict resolution. Substantive inquiry into a variety of peace building approaches on local, national, and global levels will also be explored. Students will develop the knowledge and appreciation of the theoretical, conceptual, and methodological breadth of the conflict resolution in an international context.

IE-5013 - Globalization and Educational Change

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the theories and practices to effect positive global educational change. With a focus on pre-primary, primary and secondary education, students will examine practices that reflect how globalization is impacting learning and teaching. This includes gaining research practice in conducting interviews. Ultimately, students will be encouraged to act as change agents ready to examine education from a global perspective.

IE-5021 - Education and National Development

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the development of education nationally and internationally, and will make cross-national comparisons. Students will examine education in developed and emerging nations with a comparative perspective, including comparisons of school practice, teacher training, and policies that influence the provision of education, and challenges of educating citizens in transitional societies.

International Education and Globalization

IEG-7100 - Introduction to International and Global Education

Semester Credits: 3 **Weeks:** 8
In this first International Education and Globalization course, you will analyze the practices of international and global education and investigate instructional and technological practices. You will also evaluate current education theories, critique comparative analyses, and assess the benefits and challenges of international and global education. Finally, you will synthesize the concepts of culture, diversity, equity, and inclusion in international and global education.

IEG-7200 - Perspectives on Culture, Society, and Education

Semester Credits: 3 **Weeks:** 8
In this course, you will evaluate comparative education trends and cycles in global education and explore the influence and relevancy of culture on international and global education. Further, you will assess methods to promote culturally responsive pedagogy and andragogy in educational research and practices. You will also analyze intercultural and multicultural education issues with respect to diversity, equity, inclusion, and opportunity in educational systems and appraise the quality of international education programs. Finally, you will evaluate global competitiveness in education.

IEG-7300 - Educational Conflict, Mediation, and Resolution

Semester Credits: 3 **Weeks:** 8
In this course, you will review the concepts of conflict, mediation, and resolution related to diverse educational environments and investigate strategies for mediation and resolution with respect to diversity, equity, inclusion, and social justice. Additionally, you will evaluate various initiatives addressing educational conflict, mediation, and resolution. You will critique mediation techniques used during conflict resolution situations for achieving collaborative educational environments. Finally, you will synthesize the concepts of conflict, peace, and citizenship with regard to international and global education.

IEG-7400 - Globalization and International Education Policy

Semester Credits: 3 **Weeks:** 8
This course offers you a chance to evaluate international and global policy initiatives and analyze the influence of globalization on educational change. You will also determine organizational policy practices for implementing international and global education and relate policy development to organizational growth and change in international and global education. Finally, you will critique organizational strategic planning concerning globalization and international education.

IEG-7500 - Ethical Issues and Responsibilities in International and Global Education

Semester Credits: 3 **Weeks:** 8
In this course, you will critique theories relating to ethical practices and interpret the ethical implications of international and global educational practices. You will also assess the ethical implications of technology in international and global education.

You will validate how culture contributes to the ideas of truth and values and develop ethical practices affecting diversity, equity, inclusion, and social justice within international and global education.

IEG-7600 - Capstone: Theory and Leadership in International Education and Globalization

Semester Credits: 3 **Weeks:** 8
In this capstone course, you will synthesize leadership skills and behaviors fostering the enhancement of professional leadership competencies. You will evaluate leadership theories relevant to international and global education. You will also promote leadership skills for effective organizational functioning and assess international and global education leadership practices. Finally, you will advocate for leadership practices supporting diversity, equity, inclusion, and social justice in international and global education.

Leadership in Higher Education

LHE-5004 - The Organization of Higher Education

Semester Credits: 3 **Weeks:** 8
Students will receive an introduction to the classical theories, traditional models, and historical/contemporary approaches and structures relative to organizational governance in higher education. Topics to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.

LHE-5005 - Exploring Legal Issues in Higher Education

Semester Credits: 3 **Weeks:** 8
Students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education. Topics include academic freedom, liability for student behavior, separation of church and state, antidiscrimination statutes, and academic discipline.

LHE-5008 - Financial Issues in Higher Education

Semester Credits: 3 **Weeks:** 8
In this course, students will receive an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.

LHE-5009 - A History of Higher Education

Semester Credits: 3 **Weeks:** 8

In this course, students are introduced to the historical origins of higher education in the United States. Significant periods in the development of higher education in this country are covered, as well as the evolution of today's contemporary and complex system of higher education. Topics include: education models, progressive movements, federal higher education acts, community colleges, access, diversity and opportunity.

LHE-5010 - Topics in Higher Education

Semester Credits: 3 **Weeks:** 8
In this course, students will explore areas of interest in higher education. Often these areas are new topics in higher education. At

times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for master's-level study.

LHE-5011 - Leadership for Higher Education

Semester Credits: 3 **Weeks:** 8
Students are provided an introduction to higher education leadership and theories. Emphasis will be given to the practical application of higher education leadership for administrative roles in an institution of higher education. Theoretical implications of the administrative role will support the applied approaches.

LHE-5013 - The Community College

Semester Credits: 3 **Weeks:** 8
In this course, students are provided general and introductory understanding of curricular and leadership issues in a community college setting. Topics to be explored include all issues related to the community college curriculum relative to program development, student services, and leadership as well as assessment.

LHE-7100 - Leadership, Management, and Supervision in Higher Education

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the differences between leadership, management, and supervision as a context for the entire Leadership in Higher Education (LHE) specialization. You will ground your exploration in historical leadership trends and the importance of diversity, equity, and inclusion in higher education. You will examine the role of shared governance as well as managing change and conflict. Theoretical and applied considerations are included in the course.

LHE-7200 - Student Services in Higher Education

Semester Credits: 3 **Weeks:** 8
There are many functions within the area of higher education student services. You will explore these functions across the student lifecycle in a variety of delivery modalities. Some of the functions you will explore in this course include enrollment, advising, academic support, accommodations and modifications, as well as persistence and retention through to graduation. You will have the opportunity to examine these functions generally within higher education as well as specifically related to the context of your individual interests.

LHE-7300 - Legal Issues in Higher Education

Semester Credits: 3 **Weeks:** 8
Higher education institutions in the United States are bound by different legislation and regulation. There are also different types of institutional and programmatic accreditation that leaders must consider. In this course, you will explore the implications of these different accreditations, regulations, and legislation with specific attention to institutional self-studies and issues of copyright and fair use across different types of institutions.

LHE-7400 - Academic Program and Curriculum Development in Higher Education

Semester Credits: 3 **Weeks:** 8
The facilitation of learning is the core function of all institutions of higher education. As a leader in higher education, you need to know how this core function is designed and maintained. In this course, you will explore academic program planning and evaluation, theories and principles of curriculum development, assessment of student learning, and the value of open educational resources and co-curricular activities. You will be able to tailor your work in this course to your current or future institutional contexts.

LHE-7500 - Financial Considerations in Higher Education

Semester Credits: 3 **Weeks:** 8
Financial considerations in higher education can be complex. While accounting departments may be responsible for most of the details, higher education leaders need to understand the scope of the financial considerations across the institution. In this course, you will examine budget cycles and specific budgets of higher education institutions. You will explore sources of revenue, including financial aid, grants, and fundraising, and the regulations that govern these activities within higher education institutions in the United States. Throughout your examination, you will consider the role of fiscal accountability and related challenges.

LHE-7600 - Strategic Planning and Operations in Higher Education

Semester Credits: 3 **Weeks:** 8
The operational complexity of higher education institutions grows exponentially with the size of the institution. In this course, you will investigate the typical departments and processes before examining more specific operational aspects of higher education institutions, such as human resources, data-based decision making, institutional effectiveness, environmental scanning, strategic planning, and continuous improvement. Your exploration will consider your specific interests in these topics and types of institutions.

Learning Analytics in Higher Education

LAHE-7000 - Introduction to Learning and Knowledge Analytics

Semester Credits: 3 **Weeks:** 8
Students will be introduced to the history and evolution of data analytics, which includes the identification of both early and prominent foundations of learning analytics, as well as an introduction to key theories, leading experts, and useful best practices and applications in education.

LAHE-7001 - Using Educational Data

Semester Credits: 3 **Weeks:** 8
Students will be introduced to the role of technology and various forms of educational data which is used in learning analytics. The students will be given an overview of data mining, data integrity, data privacy and data utility. The students will become familiar with and apply popular educational data technology terms and all elements of data capture and management , such as data systems and data sources, will be covered, as well as the data mining process and other best practices to be considered in learning analytics.

LAHE-7002 - A Macro Level Approach to Learning Analytics in Higher Education

Semester Credits: 3 **Weeks:** 8
This course will expose the student to various theories regarding the use and advancement of learning analytics in higher education in a broad and macro level approach. Students will engage in dialogue regarding the role of analytics in areas such as student learning and achievement, human resources, facilities, finance, research and academic affairs. Students will learn the implications for learning analytics in higher education administration, as well as those for both students and teachers. Students will learn what kinds of institutional leadership, technology capacities and infrastructure as well as human capital, learning analytic initiatives rely on and will investigate the challenges and future considerations needed for this field, as it continues to be applied in higher education.

LAHE-7003 - Applying Learning Analytics in Higher Education

Semester Credits: 3 **Weeks:** 8
This course will expose students to the use and application of learning analytics in a very specific, micro-level approach. This course will cite and discuss the historical application of learning analytics, from the early application of learning analytics in the SIGNAL studies by Purdue in 2006 to more recent applications going on throughout the country. Students will be exposed to the role of technology and learning analytics on specific student outcomes like retention memory, engagement, dropout risk identification, and other targeting metrics through the review of prominent studies. Students will learn about how learning analytics is being used to improve curriculum and pedagogy as well as institutional accountability. Students will be introduced to learning analytics in current practice and how it can help administration, as well as be exposed to faculty, student, and administration perspectives regarding the process. Students will engage in a more detailed discussion of legal issues regarding learning analytics as well as other soft-side dimensions of learning analytics that are needed at the institutional level, such as ethics and data literacy. Students will be encouraged to plan a hypothetical learning analytics initiative based on the information they have learned.

LAHE-7004 - Learning Analytic Tools

Semester Credits: 3 **Weeks:** 8
In this course, students will be provided instruction regarding the types and functions of various analytics tools. Students will be introduced to a strategy of choosing proper analytic tools that relies on knowing the purpose and types of educational answers sought, as well as the technology infrastructure, availability of data and cost. Consideration in not only choosing, but applying the correct analytics tools cannot be overlooked, as the requirements of each tool bring pros and cons. This course will provide an introduction to various analytic tools as well as review prominent studies and applications in which educational analytic tools were used.

LAHE-7005 - Implementing a Higher Education Learning Analytics Project

Semester Credits: 3 **Weeks:** 8
Students will devise/design, in theory, rationale, purpose their own "theoretical" Higher Education Analytics Project following a pre-designed template provided for them. Students will be asked to follow the template with particular attention to issues of Scope, Cost, Timeliness and Utility. It will be important to adequately address the humanistic side of a learning analytics Project, such as leadership and in-house expertise. Students will also have to sufficiently address all "soft side" analytic issues such as moral, ethical and legal issues. This course is the capstone project.

Learning Analytics in K-12 Education

LAK-7000 - Introduction to Learning Analytics

Semester Credits: 3 **Weeks:** 8
Students will be introduced to the evolution of data analytics and its progression into education. Prominent theories and leaders in learning analytics will be explored. Students will learn to delineate between learner analytics, academic analytics, and data mining. This course will outline the distinction in purpose and function learning analytics plays in the K-12 environment. Students will be introduced to the historical forces responsible for driving the growth of K-12 learning analytics, such as federal legislation, high-stakes testing, increased call for accountability, reduction in resources, and an increase in commercially branded software. Students will examine potential uses in K-12 environments, as well as introduction to criteria for a successful K-12 learner analytic program and perspectives of potential key stakeholders regarding the implementation of learner analytics.

LAK-7001 - K-12 Educational Data

Semester Credits: 3 **Weeks:** 8

Students will be introduced to the role of technology and various forms of education data used in learning analytics. An overview of data mining with special consideration and focus of best practices to be considered in learning analytics, such as the use of

Learning Analytics Software and Learning Management Systems or Course Content Systems will be included. Students will be given instruction on uses and limitations of K-12 data and discussion of relevance and practicality of data for predictive analysis in the K-12 environment. Describing the change of a "rear view" perspective from a formative assessment perspective to a predictive and forecasting view is an important part of this course.

LAK-7002 - K-12 Analytics Decision Making: An Administrators Perspective

Semester Credits: 3 **Weeks:** 8
This course will introduce the school or system administrator to the world of Learning Analytics and how to design, chose, or model an intended project. Focus will be on aligning Learning Analytic projects to school/district priorities, needs, and areas of inquiry. This course will introduce the student to various considerations needing to be made with regard to using data analytics as a "crystal ball" and the pros and cons of doing so. Students in this course will be exposed to several early and recent applications of learning analytics in the K-12 sector and will learn to evaluate and critique each, as well as how to handle concerns from various stakeholders.

LAK-7003 - K-12 Learning Analytic Considerations

Semester Credits: 3 **Weeks:** 8
This course will address common problems, concerns, and oversights with learning analytic projects that school districts and administrators may encounter. This course will comprehensively address all the soft sides of learning analytic issues needing to be addressed, especially student privacy regulations such as FERPA and data ownership and stewardship. Predicative analytics in K-12 with the advantages, limitations, and implementation guidelines will also be addressed. Students will engage in activities on the role of using learning analytics for prediction (e.g., predicting college readiness or graduation) versus formative assessment (e.g., data used as live, real-time action data to gauge performance, course correct, and provide intervention) at the K-12 level. This course will expose students to many active K-12 learning analytic projects continually occurring.

LAK-7004 - K-12 Analytic Tools

Semester Credits: 3 **Weeks:** 8
In this course, students will be provided instruction regarding the types and functions of various K-12 analytics tools. Special attention will be given to the use of K-12 statewide Student Information Systems and the integration of other types of data or multi-source data such as NAEP (National Student Clearing House data). Students will learn to select proper analytic tools depending on knowing the purpose and types of educational answers sought, as well as the technology infrastructure, availability of data, and cost. This course will provide an exploration of various analytic tools as well as review prominent studies and applications where educational analytic tools are used.

LAK-7005 - Implementing a K-12 Analytics Project

Semester Credits: 3 **Weeks:** 8
This course is the capstone project for Learning Analytics K-12. In this course, students will prepare their own "theoretical" K-12 analytics project following a pre-designed template provided for them. The project will include addressing issues of scope, cost, timeliness, and utility. It will be important to adequately address the humanistic side of a learning analytics project, such as leadership and in-house expertise. Students will also have to sufficiently address other analytic challenges such as moral, ethical, and legal issues.

Law and Business

MLB-5000 - Introduction to U.S. Law and Legal Systems

Semester Credits: 3 **Weeks:** 8
In this course students will examine how the legal system in the United States was created, and how it has changed over time. Students will be oriented to the sources and types of law, the process of creating and enforcing laws, and the methods of resolving legal conflicts. The course will introduce students to various substantive areas within the law and they will have the opportunity to read and interpret primary legal sources.

MLB-5010 - Legal Research, Writing, and Analysis

Semester Credits: 3 **Weeks:** 8
In Legal Research, Writing, and Analysis, students will learn the fundamentals of legal research, writing, and analysis. Students develop and execute research strategies and conduct searches through dedicated legal search engines to locate primary authority. Along with research methods, students will analyze legal concepts, and apply them through the process of legal writing. Students gain the skills and resources needed to communicate their research effectively.

MLB-5020 - Ethics and Professional Conduct

Semester Credits: 3 **Weeks:** 8
This course will examine the fundamental ethical and legal theories and issues that impact the business environment. This course will focus on specific ethical and legal rules that govern business practices, including whistleblower laws, privacy, technology, diversity, product liability, contracts, and intellectual property. In addition, the course will examine and analyze case studies that assist in identifying relevant ethical and legal standards within a business environment.

MLB-5030 - Civil Procedure and Litigation

Semester Credits: 3 **Weeks:** 8
Civil procedure is the roadmap that litigants, lawyers and judges use to navigate the civil legal system. Whether they are state-specific, or contained in the Federal Rules of Civil Procedure, the rules describe, among other things, how to commence a case, what the time frames are for answering a complaint or responding to a motion, and how to conduct a trial. This course explores how the rules provide guidance on all aspects of the civil case from pre-action filings through post-trial procedures. In this class, you will learn that civil procedure and litigation are inextricably intertwined because only by following proper procedure can one successfully commence a case, perform discovery, prepare for trial, pick a jury and then try the case.

MLB-5040 - Contract Law: Analysis and Drafting

Semester Credits: 3 **Weeks:** 8
In this course students will be introduced to the legal issues and fundamental building blocks related to contract formation, enforcement, avoidance and termination. Students will also examine the drafting and interpretation of certain common contractual provisions and the analysis of basic contract language.

MLB-5050 - Strategic Professional Communication

Semester Credits: 3 **Weeks:** 8
This course is offered to increase understanding and develop appreciation of communication processes in law and business. Topics covered include effective writing and speaking methodologies for a variety of audiences, interpersonal communication techniques within global legal and business environments, the utilization of effective tone and language in virtual and non-virtual settings and so on. Students will be expected to prepare and present business and law-related written assignments and oral presentations.

MLB-5100 - Healthcare Legal Compliance

Semester Credits: 3 **Weeks:** 8
This course will serve as an advanced study of leading-edge concepts and laws concerning the interaction and business between health care providers and those served in compliance. Topics will include ethical considerations, patient record requirements, confidentiality and informed consent, access to public health information, risk management, and health care fraud and abuse. Law cases in healthcare compliance will be examined. Readings will include the textbook and web-based resources.

MLB-5200 - Law and Organizational Management

Semester Credits: 3 **Weeks:** 8
In this course students will learn the fundamental questions and issues relating to the formation and organizational structure of a variety of business entities commonly used in the United States. Further, students will explore substantive areas of law and the regulatory environment that are often needed and encountered in operating a business.

MLB-5300 - Spanish for Professionals in Law and Business

Semester Credits: 3 **Weeks:** 8
This course provides a knowledge of basic Spanish terminology to assist professionals in the business and legal profession communicate with clients and other professionals, including a focus on Spanish vocabulary used in a range of legal and business situations. The course will be taught in English and will explore Spanish basic terminology, both in written and oral format, that deals with a range of professional and legal situations, including seeking employment, business travel, business, and legal correspondence, gathering client information, immigration law, real estate transactions, employment law, criminal and personal injury law, telephone, and office etiquette.

MLB-5310 - Immigration Law

Semester Credits: 3 **Weeks:** 8
In this course students will learn basics of immigration law in the United States. Students will learn about the historical development of U.S. immigration law from the founding to today and about the structure of the federal government and its role in establishing and implementing U.S. immigration law. Students will examine the sources of immigration law, the process of creating and enforcing it, and how it is applied in the workplace. Students will learn about important immigration concepts, such as admissibility, visas, citizenship, protection from harm, and removability. The course will introduce students to the various ways people come to the U.S., whether through nonimmigrant or immigrant visas, employment-based or family-based visas, or through entrepreneurship.

MLB-5400 - Intellectual Property

Semester Credits: 3 **Weeks:** 8
This course is a study of core areas of the business and legal aspects of intellectual property: trademark, trade secrets, patents and copyrights. It examines fundamental principles of these bodies of law, their underlying policies, and how the laws inter-relate. Specific focus will be upon ethical situations involving intellectual property. Students will also read cases and prepare briefs on areas related to the subject matter.

MLB-6000 - MLB Capstone

Semester Credits: 3 **Weeks:** 8
The capstone course is designed not as an end to a journey but the beginning. It is a case-based approach, grounded in business and legal literature and study that allows the student to come full circle in his/her scholastic journey. The student will research and provide written analyses on various topics in legal and business fields including but not limited to contracts, torts, etc. In this way the student will demonstrate his/her ability to integrate practical skills and theoretical knowledge obtained in earlier courses. Activities include the drafting of case briefs.

PAC-5010 - Privacy Law and Data Protection

Semester Credits: 3 **Weeks:** 8
This course will help students acquire a solid knowledge of the statutory landscape in the U.S. Students will explore the practical aspects of navigating complex privacy requirements to better understand privacy laws and data protection. Students will evaluate best practices and historical context to protect an organization and safeguard P.I.

PAC-5020 - Internal and External Compliance

Semester Credits: 3 **Weeks:** 8
This course will explore the strategies for assessing risks and managing compliance functions. Students will be introduced to compliance programs that address an organization's specific risk profile. The impact of a robust and ethical compliance program will be explored. Students will evaluate formal compliance programs and recommend practical strategies to create compliance policies and procedures that address and prevent corruption.

MBA Courses

MBA-5102 - Changing Times - Business in the 21st Century

Semester Credits: 3 **Weeks:** 8
In this course, you will consider the impact of current trends such as 21st century leadership related to globalization and sustainability through the utilization of management and technology tools. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MBA-5110 - Managing People and Teams

Semester Credits: 3 **Weeks:** 8
This course is designed to prepare you to lead in today's global environment. You will examine concepts and strategies regarding global leadership. You will acquire skills relevant to managing human capital and teams, ethical decision-making, navigating organizational change, and budgeting/allocating resources across borders and cultures.

MBA-5121 - Managerial Decision-Making

Semester Credits: 3 **Weeks:** 8
This course is designed to help you develop the understanding, skills, and cognitive processes that managers utilize for effective decision-making. This includes assessing the factors that influence effective business decisions in the global business environment. You will learn practical problem-solving and critical thinking in their analysis of real-world business scenarios, selection of tools and techniques, and identification of problems, opportunities, and solutions. You will also explore how information technology can provide effective decision support for complex business issues.

MBA-5130 - Managing Business Finances

Semester Credits: 3 **Weeks:** 8
In this course, you will review procedures, process, and tools to effectively manage business finances. You will apply and practice these concepts in a wide range of simulated business and managerial situations. Topics include; Business and managerial economics, profit and loss, understanding financial reports, financial risk analysis, asset valuation, budgeting, managerial and financial accounting, financial ethics, and cost management. You will practice using financial tools and case studies to aid in your analysis and financial decision-making.

MBA-5140 - Operations Management

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to operations management principles, including planning, organizing, coordinating, and controlling all the resources needed to produce a company's goods and services related to business strategy. You will learn how to assess effective business operations utilizing a global supply chain with diverse and geographically-dispersed suppliers and customers. You will also examine how information systems affect operational productivity, competitiveness, automation of business processes, and Internet-based commerce.

MBA-5150 - Innovation and Marketing

Semester Credits: 3 **Weeks:** 8
The competitive marketplace gives consumers choices. Marketers need to understand the dynamic nature of consumers' needs and wants, gather relevant data, conduct analyses of both consumers and the competition. To maintain their competitive edge, marketers need to launch innovative products at opportune times. In this course, you will research what makes a product innovative and the challenges marketers face to make innovative products available in the marketplace with the right marketing mix and effective marketing strategies. You will study the need for performance measures to determine if marketing objectives will be met in a timely manner.

MBA-6010 - Strategic Planning

Semester Credits: 3 **Weeks:** 8
You will develop skills to effectively formulate strategic plans utilizing R&D, marketing, production, finance, human resources, and TQM to determine strengths and weaknesses. This will include the use of SWOT and PEST analysis techniques for assessing market position and direction for growth.

MSA Courses

MSA-5001 - Financial Accounting

Semester Credits: 3 **Weeks:** 8
Using the GAAP and IFRS standards underlying accounting practice, you will complete transaction entries, and prepare and create financial statements. Financial accountants leverage the connections between elements of the principal financial statements to inform business decision-making. Concepts studied include revenue recognition, present value, inventory, and long-term assets and liabilities. In this course, you will utilize the information in financial statements to evaluate the health of a business, prepare forecasts, and determine the value of projects and investment opportunities to help leaders and managers make strategic decisions.

MSA-5002 - Managerial Accounting

Semester Credits: 3 **Weeks:** 8
In this course, you will develop practical knowledge of managerial accounting functions including identification, measurement, analysis, and interpretation of information to inform decision-making related to company operations. Various operational metrics and events are translated into useful information for internal decision-making. Managerial accountants use cost systems to monitor, aggregate, and report on company expenditures and revenues. Critical functions include cost-volume-profit analysis, analysis of reporting and financial statements, performance evaluations, differential analysis and product pricing, capital investment analysis, budgeting, and just-in-time manufacturing.

MSA-5005 - Computerized Accounting

Semester Credits: 3 **Weeks:** 8
In this course you will further your development and in-depth exposure to accounting through study of computerized accounting

topics. Computerized accounting emphasizes the utility of computers to perform manual accounting entries in accordance with generally accepted accounting principles (GAAP). Computerized applications are ubiquitous in accounting because computers perform at remarkably high speed with accuracy and reliability. Technology is constantly evolving and accountants must have the skills to maintain electronic versions of the general ledger, accounts receivable/payable, payroll, depreciation, and inventory to perform financial statement analyses for decision-making.

MSA-5010 - Intermediate Financial Accounting

Semester Credits: 3 **Weeks:** 8
This course will provide historical background on accounting standards and their evolution. In addition, the course will emphasize the financial accounting and reporting standards according to U.S. Generally Accepted Accounting Principles (GAAP).

MSA-5015 - Auditing I

Semester Credits: 3 **Weeks:** 8
This course will provide a historical background on auditing standards and their evolutions including the differences for publicly traded companies and privately held companies. In addition, the course will cover the auditing process including planning, fieldwork, wrap-up and reporting.

MSA-5020 - Advanced Government Accounting

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the concepts, principles, and application of governmental accounting for state and local governments, federal government accounting, and accounting for not-for-profit organizations. Additionally, the course presents a comprehensive discussion and analysis of the difference between accounting for business enterprises and accounting for state and local governments.

MSA-5031 - Federal Taxation

Semester Credits: 3 **Weeks:** 8
This course is designed to develop your research skills relative to the tax code. You will learn how to locate, interpret, and apply tax knowledge. You will be able to differentiate between business entities and income types to determine tax liabilities and to use situational analyses, apply the tax law, and develop tax strategy plans.

MSA-5035 - Advanced Cost Systems

Semester Credits: 3 **Weeks:** 8
This course is an advanced cost/managerial course designed to examine the complex aspects of cost accounting concepts. Concepts include process costing, standard costing, and activity-based costing. The use of budgeting, enterprise resource planning, and managerial accounting in decision-making are examined in the business environment.

MSA-5040 - Advanced Financial Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of practices for financial accounting and reporting for the accounting professional. This course will explore the differences in reporting requirements of for-profit and not-for-profit government organizations.

MSA-5050 - Auditing and Compliance Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of auditing concepts, practices, and reporting requirements for the accounting professional.

MSA-5060 - Legal Aspects of Accounting and Taxation

Semester Credits: 3 **Weeks:** 8
In this course, students will study how government regulations in taxation and bookkeeping impact the conduct of organizations and their accounting practices.

MSA-5070 - Managing the Business Environment

Semester Credits: 3 **Weeks:** 8
This course is a survey of business concepts for the accounting professional. Students will study concepts of economics, management, and corporate governance to help them understand accounting in the context of the larger organization.

MSOL Courses

MSOL-5000 - Leadership Development and Practice

Semester Credits: 3 **Weeks:** 8
In this course, you will begin to develop and enrich your leadership skills, while exploring historical trends in management through the lens of leadership theories and behaviors. In the leadership role, you will analyze and apply concepts and models to real organizational situations. Through self-assessments, explore your own leadership style, skills, and goals to create a personal leadership profile that will grow throughout the program.

MSOL-5102 - Ethics and Decision Making

Semester Credits: 3 **Weeks:** 8
In this course, you will continue your journey of leadership development through introspective reflection, examining your personal/organization values in business and societal settings. You will develop skills in ethical decision making to further enhance organizational performance and goal achievement.

MSOL-5103 - People, Processes, and Organizational Health

Semester Credits: 3 **Weeks:** 8
Today's organization is immersed in a competitive and dynamic environment requiring adaptive organizational structures to increase capacity and create a framework for development and growth. Within the organizational environment, leaders must be equipped to resolve conflict. The emphasis in this course is on leadership and relationship styles among individuals within the organization. You will develop skills needed to lead diverse teams, develop others, and apply strategies to create a culture of continuous improvement.

MSOL-5104 - Leadership: Change, Crises, and Communication

Semester Credits: 3 **Weeks:** 8
Leading change is one of the most important and difficult challenges facing any leader. This course is an introduction to the role of leadership in managing change and responding to organizational crises. As a leader, you will analyze strategies for managing change as a constant state, evaluate situations for potential crises, and develop proactive approaches for crisis management. Effective communication strategies are key to successfully leading through these situations.

MSOL-5105 - Leadership and Organization Strategy

Semester Credits: 3 **Weeks:** 8
Organizational strategy is impacted by increasing globalization, uncertainty in the marketplace, and disruptive innovation. Leaders must respond by creating an organizational learning culture to promote strategic innovation, and adapt and grow in a constantly changing environment. This course helps you build the capacity for strategic leadership to meet organizational challenges. In the role of leader, you will learn to develop leadership strategies, skills, and tools required for creating a plan to reinforce organizational strategies and competitive growth.

MSOL-5106 - Understanding Data

Semester Credits: 3 **Weeks:** 8
You will learn to use data analytics that can be used for leadership development to guide your decisions, set priorities, and determine where to invest your times and resources. You will also utilize data analytics to assess an organization's ability to effectively use data to compete in the 21st century marketplace.

MSOL-5110 - Capstone Professional Project

Semester Credits: 3 **Weeks:** 8

In this capstone course, you will have the opportunity to apply the concepts and principles that you have learned throughout your Master of Science in Organizational Leadership program, after you first identify a challenge or issue that you choose to investigate, utilizing an organization that you are familiar with. This can include issues of diversity and awareness, communication problems, leadership issues, and conflict, to name a few. You will begin by recognizing the applicable stakeholders and then use relevant knowledge and data to construct a plan for addressing and resolving the challenge. The project will culminate in the creation of an assessment strategy for evaluating plan results. An important component of this course is a comprehensive self-analysis of your preparedness to act in a leadership role including an understanding of your own bias', through the finalization of your Personal Leadership Profile that you have been working on throughout your degree program.

MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories

Semester Credits: 3 **Weeks:** 8
The nonprofit sector in the U.S. dates back to the 1970s, but charitable organizations have a much richer history. An overview of the nonprofit sector, its origins and connection to public policy in the U.S., current trends and the future of the sector, and the concepts of nonprofit theory are explored in this course.

MSOL-5802 - Nonprofit Strategic Management and Leadership

Semester Credits: 3 **Weeks:** 8
Strategic management is the discipline of ongoing planning, implementation, and measurement across an organization to fulfill its mission and goals. Nonprofit leaders engage in strategic management to navigate through dynamic internal and external environments and serve their stakeholders. In this course, you will explore the purpose and process of strategic management to analyze the leadership and planning that needs to be done, explain viable ways to do the work, and determine how the accomplishment of goals can be measured.

MSOL-5803 - Philanthropy and Fundraising in Nonprofits

Semester Credits: 3 **Weeks:** 8
Nonprofit sustainability requires complex fundraising programs and effort, and the philanthropy of individuals and organizations,

public and private. The dynamic nature of today's donor markets, the impact they have on philanthropic behavior, and the ethics and accountability required of nonprofits and their fundraisers are explored in this course.

Management

MGT-7006 - Advanced Topics in Organizational Behavior

Semester Credits: 3 **Weeks:** 8
Doctoral students will investigate organizational behavior (OB) and the impact individuals, groups, and structure have on behavior within an organization. Students will specifically focus on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. Students will also study OB and the tools for guiding the productivity of others, predicting human behavior at work, and the perspectives needed to manage individuals from diverse backgrounds.

MGT-7019 - Ethics in Business

Semester Credits: 3 **Weeks:** 8
Organizations can no longer ignore ethics and social responsibility, including the green movement. Ethics are required by local, state, and federal legislation, and today, more than ever, stakeholders at organizations are being held accountable for their actions and societal harm. Therefore, academic integrity must be carried out from the classroom to the place of business. In a case study format, students in this course will learn about current laws, their applications to business, and how to maintain an ethical perspective within the context of a global framework.

MGT-7022 - Advanced Topics in Organizational Development

Semester Credits: 3 **Weeks:** 8
Students in this course will synthesize and assess present theories and research results related to organizational development. Among many topics identified, students will assess organizational behavior in all sized businesses, evaluate group think and group behavior, and weigh structure and design of businesses for success.

MGT-7110 - Leadership in Organizations

Semester Credits: 3 **Weeks:** 8
Prerequisites: Fundamental requirement in General Management or fundamental Psychology courses

You will increase your understanding, comprehension, and synthesis of leadership constructs. You will also learn how to investigate leadership roles, styles, philosophies, and behavior in organizations. You will explore the qualities of leadership through the presentation of new models dealing with high-performance leadership. This course presents a broad survey of leadership theory and research on informal organizations. You will ultimately learn what makes a person an effective and influential leader.

Management of Virtual Organizations

MVO-5001 - Virtual Leadership & Team Management

Semester Credits: 3 **Weeks:** 8
In this course you will acquire skills and gain knowledge of how to a become virtual team leader by examining concepts of leadership, team dynamics, and effective management in a virtual environment.

MVO-5002 - Building Virtual Teams & Trust

Semester Credits: 3 **Weeks:** 8
In this course you will continue your journey of learning to lead virtual teams through strategies of building trust and cohesiveness. You will learn about the role of emotional intelligence and methods of assessing accountability, as well as exploring cross-culture and diversity issues, and managing conflict. In the role of virtual leader, you will analyze and apply concepts and knowledge gained through course resources to real virtual organization situations to create a climate of trust that promotes shared respect, honesty, and open communication.

MVO-5003 - Legal & Other Implications in a Virtual Organization

Semester Credits: 3 **Weeks:** 8
In this course, you will evaluate legal and other implications that exist in the virtual environment. This course builds on the fundamentals of virtual teams and individual and group behavior to examine how virtual teams and organizations can be affected by laws, policies, regulations, and other legal considerations. You will assess different risk mitigation strategies and examine specific cases regarding virtual organizations. You will engage in virtual exercises to experience ethical and mindful ways to engage in the virtual environment. You will also explore performance measures and productivity in virtual organizations.

Marriage and Family Therapy

MFS-6000 - Foundations of Trauma Studies

Semester Credits: 3 **Weeks:** 12
You will examine the history of the study of psychological trauma. You will learn about historical and current definitions of psychological trauma. You will examine the prevalence of traumatic events in the general population as well as among diverse subgroups. You will explore the various types of traumatic events and the potential impact of experiencing traumatic events. You will examine the intersections between trauma and culture and implications for trauma treatment. You will learn about physical and mental health conditions that may co-occur with trauma. You will also explore core competencies in providing trauma treatment. Finally, you will learn from accounts of recovery from trauma.

MFS-6001 - Assessment and Treatment Planning of Trauma

Semester Credits: 3 **Weeks:** 12
In this course you will learn how to incorporate assessment for psychological trauma into your clinical assessment. You will examine instruments and tools used in trauma assessment. You will learn about evidence-based approaches for the treatment of children and adults impacted by trauma as well as couple and family therapy for the treatment of trauma and traumatic stress. Finally, you will explore cultural considerations in the assessment and treatment of trauma and traumatic stress.

MFS-6002 - Global Implications of Trauma

Semester Credits: 3 **Weeks:** 12
In this course you will examine trauma as a global issue and explore the influence on relationships, communities and the world. You will describe various types of trauma including global terrorism, natural disasters, and genocide. You will also consider how cultural and historical trauma result from these incidents. You will evaluate models of trauma-informed care that are being implemented worldwide. You will also examine global dialogue and collaboration amongst mental health professionals. You will illustrate how resiliency factors and preventative care are coping variables. Finally, you will critique how access to social media affects perception and response to global trauma.

MFS-6003 - The Neurobiology of Trauma and Art-Based Interventions

Semester Credits: 3 **Weeks:** 12
In this course you will learn about functions of different brain areas that are involved while responding to various traumatic events and how body responds to traumatic events. You will appraise how memory processes are affected in response to a trauma. You will examine common emotional and behavioral responses to trauma and how these responses needed to be considered while working with survivors of trauma. Art-based interventions pertaining to the treatment of trauma will also be addressed.

MFS-6004 - Somatic Approaches/Vicarious Trauma and Self-care

Semester Credits: 3 **Weeks:** 12
In this course you will examine somatic therapy which focuses on the mind-body connection for holistic healing. You will explore incorporation of somatic principles in treatment, specifically for those who have experienced trauma. You will analyze examples of modalities including meditation, yoga, and grounding techniques. You will learn how to incorporate different somatic therapies and how they are utilized worldwide. You will examine how vicarious trauma and compassion fatigue affect MFT's working with trauma and learn how to apply somatic healing practices to self-care. You will investigate ethical issues pertaining to the incorporation of somatic therapy in trauma work.

MFS-6005 - Working with Trauma in Family Systems, Systemic Trauma: Self, Culture, and Society

Semester Credits: 3 **Weeks:** 12
In this course you will review how systemic, social and historical trauma affect the family. You will examine the difference between these types of trauma. Special emphasis will be given to the ways in which these types of trauma intersect with power, privilege and oppression. Particular attention will be given to self-of-the therapist exploration.

MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy

Semester Credits: 3 **Weeks:** 12
Students will complete the course with a better understanding of systems theory concepts and the role of systemic dynamics within diverse populations. This course is also an orientation to the University and to the essential skills needed to pursue a Master of Arts degree in Marriage and Family Therapy. Graduate-level skills, such as goal building, time management, academic integrity, effective use of the University Library, the use of APA form and style in professional communication, and critical thinking skills are introduced.

MFT-5102 - Legal, Ethical and Professional Development in Marriage and Family Therapy

Semester Credits: 3 **Weeks:** 12
This course focuses on legal and ethical issues in the profession of marriage and family therapy and the practice of individual, couple, and family therapy. It is designed to assist students in developing their professional identity and to facilitate appropriate decision-making when faced with legal and ethical dilemmas in their future clinical work.

MFT-5103 - Systemic Evaluation and Case Management

Semester Credits: 3 **Weeks:** 12
This Master's level course provides you with an opportunity to review various assessment and evaluation tools utilized by marriage and family therapists for clinical and research purposes. You will receive an overview of psychological test construction, administration, and interpretation in both traditional and telehealth settings. In addition to systemic evaluation measures for individuals, couples, and families, you will learn how to conduct a needs assessment and standard case management methods, including identifying and aligning clients with appropriate community resources. You are also invited to consider diversity as one of the fundamental components of a successful and productive evaluation.

MFT-5104 - Treatment Planning and Traditional Family Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course provides students with a strong foundation in classic and intergenerational models in the field of Marriage and Family Therapy. To deepen this understanding of these models, the course also focuses on their application through theory-based treatment planning. The course is designed to allow students to gain a deeper awareness of the important relationship between theory and practice through the study and application of theory to client situations. The two primary areas of focus in this course are: 1) understanding the Classic Models of the field and; 2) the development of theoretically consistent treatment plans that include attention to the diversity of influences on family life using therapeutic models that purposefully address such influences.

MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course focuses on post-modern models and treatment trends in marriage and family therapy including the philosophy of social constructionism and the narrative, solution focused, and collaborative models, and the recovery model. Course content will enable you to conceptualize and distinguish recent epistemological issues and address contemporary conceptual directions in the field of marriage and family therapy. You will complete short essays, case studies, and assorted assignments to address a wide variety of presenting clinical problems and issues such as gender and racial diversity and discrimination, feminism, substance abuse, and recovery from mental illness.

MFT-5106 - Research Methods and Evidence Based Practice

Semester Credits: 3 **Weeks:** 12
This course provides students with an understanding of clinical research methods and design. In addition, it addresses the relevance of research to students' clinical work. Students will investigate existing research and research methods used in marriage and family therapy, both quantitative and qualitative. Ethical issues and considerations in research will also be addressed, as well as learning to critically evaluate existing research. A primary aim of the course is to help students become evidence-based practitioners.

MFT-6101 - Human Development and Family Dynamics Across the Lifespan

Semester Credits: 3 **Weeks:** 12
This course will include content on individual and family development across the lifespan. This human development course has specific emphasis given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy. Students will assess the issues related to human development and lifespan using a systems-based perspective.

MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Semester Credits: 3 **Weeks:** 12
Using a relational/systemic perspective, this course will address the traditional psychiatric diagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus of the course content is on the assessment and treatment of major mental health issues outlining the comparison between the psychiatric diagnostic classification system and relational systems-based approaches.

MFT-6103 - Cultural Diversity, Gender, and Family Development

Semester Credits: 3 **Weeks:** 12
This course addresses issues related to diversity, equity, power, privilege, and oppression as they relate to culture and social location, including but not limited to ethnicity, gender, nationality, race, religion, sexual orientation, disability, and spirituality. Each of these characteristics is examined with respect to the relevance they have to the profession and practice of marriage and family therapy. You will examine systemic therapeutic approaches, as well as self of the therapist contexts that influence their

ability to address diverse issues presented by a variety of clients. In addition students will appraise ethical dilemmas in the framework of cultural competency.

MFT-6104 - Family Therapy with Children

Semester Credits: 3 **Weeks:** 12
This course provides an overview of systems-based theories and models that could be utilized by MFTs while working with children and their families. Course material will also address specific topics necessary to consider while providing therapeutic services, such as ethical dilemmas related to minors, opportunities of collaboration with extra-therapeutic systems, and possibilities of developing parenting strategies sensitive to the diverse population served by MFTs. Facilitating child involvement in the therapeutic process for families will be addressed as well.

MFT-6105 - Couple and Sex Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course provides students with an opportunity to develop their personal model of therapy for working with couples with a variety of issues, such as differing values and sexual dysfunction. Through the study of several models of couples therapy and sex therapy, students will focus on assessment of couples' dynamics, goal setting, and potential interventions. Special consideration will be given to diversity and ethical issues throughout the course.

MFT-6106 - Families in Crisis

Semester Credits: 3 **Weeks:** 12
This course will examine contemporary crisis-related issues in marriage and family therapy to include the intersections of gender, violence, trauma, substance abuse, suicide, chronic illness, infidelity and infertility. The focus will be on the effects of trauma and stress on family life and relationships and the assessment and treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. Collaborative care, referral process, and community networking will be addressed considering the unique needs of the trauma population. Vicarious trauma and resilience will also be examined, with an emphasis on self-care for MFTs working with families in crisis. Ethical issues pertaining to the trauma work will be addressed.

MFT-6107 - Adult Psychopathology and Systems Thinking

Semester Credits: 3 **Weeks:** 12
The course explores the concepts of psychopathology. Students will study different perspectives on what constitutes mental health, mental illness, and abnormal behavior and consider how research and assessment are applied to the field of abnormal psychology. Various diagnostic categories will be examined as well as the etiology dynamics, prevention, and treatment of abnormal behavior, including systems-based family interventions.

MFT-6109 - Sex Therapy in MFT

Semester Credits: 3 **Weeks:** 12
This course provides an overview of systems-based theories and models that can be utilized by MFTs in the assessment and treatment of sexual disorders and dysfunction. The course materials will address physiological and psychological aspects of human sexuality, along with relevant issues such as ethical dilemmas in sex therapy and implications of diversity for sex

MFT-6111 - Systemic Interventions in Addictions

Semester Credits: 3 **Weeks:** 12
This course provides an overview of a variety of systemic approaches which can be used to treat addiction. Students will be expected to consider self-of-the-therapist issues and diversity concerns as it relates to exposure to and treatment of addiction. A variety of addictive substances will also be introduced to help students understand the issues related to long-term and short-term

effects of various classes of substances and the withdrawal symptoms which may be experienced by clients. Ethical issues, which present themselves when working as an MFT within the field of addictions, will also be explored.

MFT-6112 - Fundamentals of Psychopharmacology

Semester Credits: 3 **Weeks:** 12
This Master's level course is designed to teach the basics of clinical psychopharmacology for marriage and family therapists. Students will consider how psychotropic medications affect specific populations such as children and older clients. Students will draw from DSM-5 diagnostic criteria as it applies to treatment decision-making and medications. Neuroscience research on psychopharmacology treatment will be reviewed and ethical implications will be discussed.

MFT-6113 - Assessing and Treating Family Violence

Semester Credits: 3 **Weeks:** 12
This course provides an overview of systems-based theories and models that can be utilized by MFTs working in the context of family violence. Students will explore theories and research related to family violence and look into various causes and consequences as well. The course materials will also address family violence in diverse contexts, as well as consideration of ethical dilemmas associated with situations pertaining to family violence and abuse.

MFT-6115 - Emotionally Focused Couples Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course will familiarize students with the theory, concepts, and application of emotionally focused couple therapy (EFT). Theoretical and conceptual emphasis will be placed on the role that attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma. The application will focus on the steps of emotionally focused therapy and the interventions that a therapist uses in the process. Students will also review how EFT prompts clinicians to address the questions related to the diversity and ethical dilemmas potentially encountered in clinical practice.

MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction

Semester Credits: 3 **Weeks:** 12
This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Assessment and treatment in the context of marriage and family therapy will be explored. In addition, attention will be given to the effects of the Internet on infidelity and sex addiction, as well as ethical and diversity considerations in the framework of the systemic treatment of addictions.

MFT-6118 - Gerontology and Systemic Intervention Master's

Semester Credits: 3 **Weeks:** 12
This course provides a foundation for the practice of marriage and family therapy with older adults and their family members. Students will review the biological, psychological, and social aspects of aging. In order to apply systemic assessment and interventions with this population. Attention is given to the unique concerns for aging clients including long-term care, caregiver relations, end-of-life decisions, and socioeconomic stress. Ethical practices related to these contexts will be discussed, such as how to address ageism and ensure the safety of older clients.

MFT-6201 - California Law and Professional Ethics

Semester Credits: 3 **Weeks:** 12
The course focuses on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. In this course, you will examine contemporary professional

ethics and laws regarding the scope of practice, therapeutic, and clinical considerations involving the legal and ethical practice of MFTs. You will also review mandated reporting laws, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, risk assessments for patients, and the treatment of minors with and without parental consent. In addition, you will explore topics pertaining to professional identity, including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process.

MFT-6203 - Human Sexuality

Semester Credits: 3 **Weeks:** 12
Students in this course will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, attraction, intimacy, love, sexuality education, and legal issues related to sexuality. Students will apply this information to the practice of Marriage and Family Therapy.

MFT-6510 - Couple Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course involves a look at the development of couples and their relationship cycle. The course will incorporate an overview of different issues that present in couples relationships and examine the couple's dynamics through a lens of diversity. Students will learn about different models of couple's therapy and assessments pertaining to couple therapy. In addition, the students will learn about the importance of creating a therapeutic alliance with the couples.

MFT-6511 - Couple Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course involves an in-depth study of specific issues pertaining to the couple therapy and couple sexuality. Topics will focus on the issue of sexual addiction, sexual violence, domestic violence, and infidelity considered through various cultures lenses, such as religiosity and spirituality, ethnicity, and socio-economic status. Specific attention will be also paid to the examination of diverse couples contexts, including LGBTQ and military couples. After finishing the course, students will be able to appraise diverse system-based therapy approaches and theoretical frameworks that could be used while addressing the presented topics.

MFT-6520 - Military Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
In this Master's level course, the learner will understand the importance of mental health professionals providing psychotherapy to active duty service members, veterans, and their families. Participants will gain knowledge of military culture and organization. The students will focus on characteristics of the military family that distinguish it as a separate cultural entity. Students will explore military culture from multiple perspectives including service members, military families, and health care providers. Students will receive an overview of issues experienced by this population and familiarize themselves with theories and evidence-based models developed to address challenges experienced by military families. In addition, students will learn about the larger system of service provision including TRICARE and Veterans Administration.

MFT-6521 - Military Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This Master's level course involves in depth study of specific issues faced by military service members, veterans, and their families and specific systems-based treatments used by MFTs to address these challenges. Course topics include: influence of combat deployment on service members and veterans, including issues such as post-combat traumas (e.g., PTSD, TBI, sexual assault), risky behaviors (suicidality and substance abuse), and consideration of mental health issues that develop prior to or after deployment. Challenges involving the whole military family, such as demands of deployment, and domestic violence will also be

explored. While studying these topics, students will pay particular attention to the issues of confidentiality and consider ethical dilemmas pertaining to military family therapy practice. In addition to being engaged in learning about various challenges present in military families, students will also explore the resilience framework and systems-based understanding of the military families environment.

MFT-6530 - Medical Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course is an introductory survey of professional literature and resources related to the MFT sub-specialty of medical family therapy (MedFT) as well as the practice of integrated/collaborative behavioral healthcare. The course includes an emphasis on the theoretical basis for MedFT, the clinical skills necessary to practice in integrated/collaborative healthcare settings, as well as contextual factors unique to medical family therapy.

MFT-6531 - Medical Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
In this course students will be oriented to the broad spectrum of influences and implications of health, illness, and healthcare relevant to the practice of medical family therapy (MedFT). An understanding of biopsychosocial assessment and intervention, patient and families' experiences of illness, understanding of pertinent medical issues, comparing of medical ethics and AAMFT Code of Ethics, attuning to sociocultural issues, and collaborating with medical professionals will be explored. In addition, the emphasis is placed on the exploration of the illness stories of the patients, families, and therapists working in the realm of the medical family therapy practice.

MFT-6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course is designed to increase clinical awareness and understanding of LGBTQ couples and families. Historical background on LGBTQ families in the United States, information on LGBTQ couples and families' unique experiences, and a connection to systemic understanding will be addressed in the course.

MFT-6541 - LGBTQ Couple and Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course is designed to be an in-depth exploration of providing marriage and family therapy models, techniques, case conceptualizations, and practice to the LGBTQ populations. Clinical applications and practice resources for MFT will be addressed.

MFT-6542 - Transgender Individuals in Families: Clinical Perspectives

Semester Credits: 3 **Weeks:** 12
This course is designed to provide a basic clinical understanding for working with transgender individuals and/or individuals who do not identify as cisgender from a systemic lens. Lessons will examine non-cisgender individuals' experiences within their family, cultural, and community contexts. Further, this course will integrate MFT clinical applications when working with transgender and/or non-cisgender individuals and their families. Ethical challenges, social policies, and family dynamics will also be explored.

MFT-6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
In this course students examine theory and research on physical, cognitive, emotional, and social development from infancy through adolescence. Students also explore the contextual factors that influence developmental outcomes to inform a systemic

approach to clinical assessment and intervention. Diagnostic criteria of psychological disorders that present in childhood and adolescence are also reviewed and critiqued for their cultural sensitivity and manifestation in context.

MFT-6551 - Child and Adolescent Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course reviews individual and family systems-based interventions for psychological disorders that present in childhood and adolescence. Adaption of interventions to individual developmental stage and cultural context will be emphasized. Course materials will further inform treatment decisions about what level of the ecological system needs intervention based on presenting issue.

MFT-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
You will examine the historical and theoretical foundations of trauma and how your understanding of these concepts can be applied systemically to the field of Family Therapy. You will examine key trauma theorists and researchers and the evolution of conceptualizing trauma across time. You will be developing an overall understanding of the theoretical applications of trauma at its foundation and how current day clinical applications consider Trauma Informed Care. Also, you will gain experience applying and integrating specific Family Therapy approaches with the Trauma Informed Care framework in order to demonstrate your knowledge of clinical application informed by historical considerations and key theorists.

MFT-6611 - Trauma and Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
You will examine the prevalence, nature, and impact of psychological trauma (e.g., sexual violence, combat and exposure to war zones, life threatening illness and injury, natural disasters), including posttraumatic stress disorder and the human capacity for healing. You will also gain a working knowledge of how to examine and discuss trauma systemically, exploring the impact on individuals, families, communities, and diverse groups, and potential ethical issues in treatment of psychological trauma. Finally, you will examine evidence-based practices in the field of psychological trauma as well as vicarious trauma, posttraumatic growth, and clinician self-care.

MFT-6710 - Systemic Sex Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course examines the foundations of the health and development of couples' sexual relationships from the perspectives of diversity, ethics, and MFT research. The course will provide an overview of different issues that present in couples' sexual relationships and examine how historical religious, cultural and social mores have informed sexual behaviors and satisfaction. You will also learn about different models of systemic sex therapy and assessment. In addition, you will learn about the importance of creating a non-judgmental therapeutic alliance with your clients.

MFT-6711 - Systemic Sex Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course features an exploration of specific issues pertaining to the clinical practice of systemic sex therapy. Topics will focus on issues of sexual disorders, sexual satisfaction, and the concept of sexual positivity. Sexual expressions such as polyamory, kink, and LGBTQ+ will be considered from the perspectives of religion, spirituality, and ethnicity. You will learn how to develop a variety of system-based models that will encourage sexual health and satisfaction.

MFT-6712 - Diversity of Sexual Expression in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will review the diversity of sexual expression an MFT could encounter when working with clients. Using a sex-positive attitude, you will engage in a systemic exploration of clinical and ethical implications of treatment pertaining to diverse sexual preferences and experiences of clients. Emphasis will be placed on clinical awareness and practitioner comfort with relevant, current, diverse sexual values and behaviors.

MFT-6713 - Techniques for Treating Sexual Functioning and Behavior in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will be provided with an overview of various presenting issues pertaining to sexual functioning and behavior. From a sex positive approach, you will systemically evaluate many factors that contribute to the development and presence of a problem in sexual functioning and behavior. You will learn specific techniques to use as an MFT for providing treatment.

MFT-6810 - Addictions: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
You will examine the historical and theoretical foundations of addictive disorders and review seminal research and theoretical literature how they evolved and contributed to our current conceptualization of addictive disorders including substance use and behavioral addictions. You will also explore the diversity in origins and manifestations of addiction for individuals and families in various contexts. In addition, you will become familiar with the history of clinical intervention for addiction ending with the addiction framework which you will adapt for use in the context of Family Therapy and consider the ethical ramifications of addiction treatment.

MFT-6811 - Addictions: Clinical Applications

Semester Credits: 3 **Weeks:** 12
In this course, you will examine methods for assessing substance-related and addictive disorders in the context of family therapy and explore evidence-based practice for the treatment of addictive disorders in Family Therapy settings. In addition, you will demonstrate cultural competence in preparing treatment plans to address substance use and addictive behaviors for individuals and families. Finally, you will respond to potential ethical issues that may arise in the treatment of addiction.

MFT-6812 - Systemic Treatment of Co-occurring Disorders

Semester Credits: 3 **Weeks:** 12
In this course, you will develop a foundational and multidisciplinary understanding of co-existing disorders, or mental health issues that "co-occur" with substance abuse disorders. Medical, mental health, and substance abuse professionals are increasingly recognizing how their respective fields intersect when it comes to co-existing disorders, and a systemic perspective is uniquely suited to conceptualize and incorporate these elements in effective treatment. In this course, you will acquire an understanding of contextual factors behind the traditional separation of medical care, mental health, and substance abuse treatment. You will learn how to use the current literature to evaluate the nature and effectiveness of current treatment practices. You will also learn how to integrate systemic perspective, evaluation, and treatment models into multidisciplinary treatment approaches.

MFT-6930 - MFT Practicum I

Semester Credits: 2 **Weeks:** 12
This course provides you with an opportunity to start acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building foundational clinical skills and learning the skills needed to operate effectively and ethically when providing telehealth. Additionally, there will be a focus on furthering your systemic thought and application to clinical cases. You will be reintroduced to general systems theory as a foundation for exploring your personal theory of therapy. There is also a focus on cultural humility with diverse populations and ethical decision making, as well as an

exploration of the self of the therapist and personal growth. A majority of the work in this course will occur in the weekly 2-hour group supervision sessions with other University students.

MFT-6931 - MFT Practicum II

Semester Credits: 2 **Weeks:** 12
In this course, you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on solidifying your ability to both apply and explain systems theory in relation to your clinical cases. You will be asked to apply general systems theoretical concepts and assumptions to your cases and conceptualize from multiple MFT models. Cultural humility with diverse populations, ethical decision making, and self of the therapist exploration will also be focused on. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students.

MFT-6932 - MFT Internship I

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on extending the systemic foundations gained in the Practicum courses to explore the MFT model that fits your own personal theory of therapy and explore research available about your model of choice. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other MFT students.

MFT-6932CA - MFT Internship I

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on extending the systemic foundations gained in the Practicum courses to explore the MFT model that fits your own personal theory of therapy and explore research available about your model of choice. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other MFT students.

MFT-6933 - MFT Internship II

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building off of the systemic understanding and application gained in the prior courses to explore the MFT model that fits your own personal theory of therapy. You will further work on your Capstone presentation by exploring ethical and legal considerations that may come up with your model and that you have managed during your clinical experience. In addition, self of the therapist work will be explored, and your Capstone draft will be presented. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-6933CA - MFT Internship II

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building off of the systemic understanding and application gained in the prior courses to explore the MFT model that fits your own personal theory of therapy. You will further work on your Capstone presentation by exploring ethical and legal considerations that may come up with your model and that you have managed during your clinical experience. In addition, self of the therapist work will be explored, and your Capstone draft will be presented. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-6934 - MFT Internship and Capstone

Semester Credits: 1 **Weeks:** 4
In this final clinical course, you will need to successfully meet the graduation hour requirements and pass your Capstone presentation. The emphasis of this course is on integrating feedback from the prior courses so that you can identify and explain the MFT model of therapy that best fits your personal theory of therapy. The final Capstone presentation will require you to identify how your chosen model is systemic, discuss research associated with your chosen model, and demonstrate your competency in the model via a case presentation. Additionally, you will discuss your cultural humility with diverse populations, ethical considerations you have encountered, and reflections on your self of the therapist exploration and growth. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-6934CA - MFT Internship and Capstone

Semester Credits: 1 **Weeks:** 4
In this final clinical course, you will need to successfully meet the graduation hour requirements and pass your Capstone presentation. The emphasis of this course is on integrating feedback from the prior courses so that you can identify and explain the MFT model of therapy that best fits your personal theory of therapy. The final Capstone presentation will require you to identify how your chosen model is systemic, discuss research associated with your chosen model, and demonstrate your competency in the model via a case presentation. Additionally, you will discuss your cultural humility with diverse populations, ethical considerations you have encountered, and reflections on your self of the therapist exploration and growth. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-6935 - MFT Internship Extension I

Semester Credits: 1 **Weeks:** 4
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this 4-week course is on ensuring you are able to demonstrate your clinical competency and that you are fully prepared for your Capstone Presentation before you enter the final clinical course, Internship and Capstone. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students (Student Learning Outcomes 1, 2, 3, 4).

MFT-6936 - MFT Internship Extension II

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this 8-week course is on ensuring you are meeting all hour requirements needed before you enter the final clinical course, Internship and Capstone. Additionally, you will continue to work on your final Capstone Presentation. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students (Student Learning Outcomes 1, 2, 3, 4).

MFT-6937 - MFT Internship Extension III

Semester Credits: 1 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this 12-week course is on ensuring you are meeting all hour requirements needed before you enter the final clinical course, Internship and Capstone. Additionally, you will continue to work on your final Capstone Presentation. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students (Student Learning Outcomes 1, 2, 3, 4).

MFT-6938 - MFT Practicum III

Semester Credits: 3 **Weeks:** 12
In this course, you will continue to acquire direct client contact and supervision hours towards graduation requirements. The

emphasis of this course is on solidifying your ability to both apply and explain systems theory in relation to your clinical cases. You will be asked to apply systems theory concepts and assumptions to your cases and use MFT models to demonstrate your understanding in your own case presentation. You will also focus on cultural humility with diverse populations, ethical decision making, and self of the therapist exploration and growth. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-6953 - MFT Practicum III

Semester Credits: 3 **Weeks:** 12
This course provides students with an opportunity to engage in ongoing, supervised therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. It is expected that students will accrue at least 100 client contact hours during each of the practicum courses. The accumulation of clinical and supervision hours must be tracked by a University-approved vendor and approved by the local clinical supervisor and the University clinical faculty member. The local clinical supervisor will provide weekly individual supervision of the student and assist the student in managing cases. The University clinical faculty member will maintain contact with student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online University group practicum sessions. Throughout practicum and internship, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1, 2, 3, 4)

MFT-6993 - MFT Internship III

Semester Credits: 1 **Weeks:** 12
Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the University faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-6994 - MFT Internship IV

Semester Credits: 1 **Weeks:** 12
Upon completion of Practicum I and II, students are required to enroll in three 1-credit Internship courses. Prior to the completion of the final Internship course, students are expected to complete all therapy and supervision hours required for graduation. In addition to the completion of required client contact hours and supervision, students are required to take the national licensing practice exam and present their theoretically-grounded model of therapy to the MFT faculty. Consistent with expectations in the Practicum courses, throughout the Internship experience students are required to meet weekly with the local supervisor and with the University faculty member; this supervision should involve direct observation or video/audio- recorded observation of the student's sessions. Furthermore, students remain accountable to follow the Clinical Training Handbook requirements. (Student Learning Outcomes 1,2, 3, 4)

MFT-7101 - Foundations for Doctoral Study in MFT

Semester Credits: 3 **Weeks:** 8
This course supports your transition to a marriage and family therapy doctoral student at the University. You will examine the purposes and future of MFT doctoral education, and explore possible dissertation topics. You will articulate the essential theoretical and practical components of MFT, as well as document the key role that diversity plays in your life and in the field of MFT. The importance of goal setting, time management, navigating the University library, and critiquing articles will be emphasized. You will examine various facets of a relational/systemic approach, including ethical issues, competence in domains beyond the therapy room, and research.

MFT-7102 - Scholarly Writing in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will refine skills for reviewing literature in preparation for your career as a researcher in the marriage and family therapy field. You will determine what strategies and tools will be most helpful for organizing the review process. In the assignments, you will be expected to evaluate and synthesize research findings using conceptual frameworks, professional ethics, and a culturally sensitive lens. Faculty will support you in the key process of evaluating academic writing skills and integrating feedback into future work. Through the steps provided in this course, you will develop an area of interest on which to build your career as an MFT researcher.

MFT-7103 - Research Methods in MFT

Semester Credits: 3 **Weeks:** 12
This graduate-level, introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at the University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

MFT-7103U - Research Methods in MFT

Semester Credits: 3 **Weeks:** 8
This graduate-level, introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at the University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

MFT-7104 - Statistical Design for MFT Research

Semester Credits: 3 **Weeks:** 12
This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in family therapy research, and also more generally, developing a working knowledge of statistical usage in everyday life.

MFT-7105 - Advanced Assessment in MFT Research and Intervention

Semester Credits: 3 **Weeks:** 12
In this course, students are trained to administer assessment instruments as an evaluative component of clinical practice and research in marriage and family therapy. Students will become familiar with the use of a wide variety of assessment instruments and clinical assessment procedures relating to children, individuals, couples, and families. Students will also identify specific measurement and evaluation tools or methods for potential use in their own dissertation research.

MFT-7106 - Quantitative Research Design in MFT

Semester Credits: 3 **Weeks:** 12
This course provides students with the skills essential in the critique and execution of quantitative research methods relating to marriage and family therapy. Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research.

MFT-7107 - Qualitative Research Design in MFT

Semester Credits: 3 **Weeks:** 12
This course provides students with the skills essential in the critique and execution of qualitative research methods relating to marriage and family therapy. The particular focus of this methodological course is on the application of qualitative research to understanding human phenomena (clinical and non-clinical individuals, families, and social groups). Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research. There is an emphasis on clinical research and students will be expected to take a learning-through-doing/experiential approach.

MFT-7108 - Advanced Data Analysis Strategies in MFT

Semester Credits: 3 **Weeks:** 12
This course is an intermediate examination of statistical analyses commonly used in the field of marriage and family therapy (MFT). It prepares doctoral MFT students with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory date analysis, assumptions for statistical tests, parametric, and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA, and advanced ANOVA techniques.

MFT-7109 - Planning Dissertation Research in MFT

Semester Credits: 3 **Weeks:** 12
Students in this course will begin the process of writing a dissertation. The course will address the University dissertation process and aids to successfully completing a dissertation, including self-care and time management.

MFT-7110 - Quantitative Analysis in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will learn how to use statistical analyses in research. You will explore key aspects of descriptive and inferential statistics and learn how to use statistical software to analyze data. You will gain skills as an independent scholar by enhancing your scientific and statistical literacy. Therefore, emphasis will be on comprehending statistical concepts, analyzing, interpreting, and critically evaluating data and statistical information, and communicating statistical information and knowledge.

MFT-7111 - Quantitative Measurement and Design in MFT

Semester Credits: 3 **Weeks:** 12
In this course, students are trained to develop and evaluate research studies in behavioral sciences. Students will become familiar with sampling, research design, reliability, validity, and the creation and interpretation of measures in marriage and family therapy. Students will also identify and critique specific measures and evaluation tools and methods for potential use in their own research projects.

MFT-7112 - Qualitative Measurement and Design

Semester Credits: 3 **Weeks:** 12
This course will provide you with the philosophical foundation of interpretive qualitative inquiry and addresses beginning skills essential to the critique and execution of qualitative research in marriage and family therapy. You will become familiar with the major research paradigms and the assumptions inherent to qualitative inquiry. You will learn to identify elements critical to the credibility of a qualitative study and apply this knowledge by evaluating selected published research. You will also develop basic skills in qualitative data analysis, and develop a research purpose statement and research question that can be addressed qualitatively while incorporating contextual knowledge and ethical guidelines promoted by the AAMFT Code of Ethics.

MFT-7113 - Advanced Qualitative Design and Analysis

Semester Credits: 3 **Weeks:** 12
This course will provide students with an overview of the major types of qualitative inquiry and advance their skills toward the execution of qualitative research in marriage and family therapy. Students will practice multiple types of data collection and analysis. In addition, they will develop a paper that lays the foundation for their dissertation proposal. This process will require application of the assumptions inherent to the qualitative research paradigm: select an appropriate study type, and design a qualitative methodology appropriate to the research question developed in the framework of the qualitative design.

MFT-7114 - Advanced Quantitative Design and Analysis

Semester Credits: 3 **Weeks:** 12
This course will introduce you to the uses and techniques of advanced quantitative design and analysis in marriage and family therapy and related fields. You will become competent consumers of quantitative research by learning how quantitative information is generated, summarized, evaluated, and represented. You will be prepared to design studies using methodology associated with multivariate analysis, regression, latent variable modeling, factor analysis, and structural equation modeling. The course provides a theoretical and practical basis for choosing and employing the wide range of current analysis techniques available to social science researchers.

MFT-8101 - Advanced Theories in MFT

Semester Credits: 3 **Weeks:** 12
The completion of this course will strengthen your understanding of theoretical literature along with your understanding of therapeutic models in the practice of marriage and family therapy. The importance of developing a personal and professional theory of therapy and identifying your preferred approaches to supervision will be emphasized. A strong emphasis is placed on the role of culture and diversity in clinical practice and training.

MFT-8102 - Dynamics of Family Interaction

Semester Credits: 3 **Weeks:** 12
In this course, you will examine the theoretical and empirical contributions to the understanding of diverse couple and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships, highlighting that from a life course perspective these dynamics change over time. You will examine content on the history of family life and diverse family types, exploring various family structures and roles. You will also review legal processes related to families, as well as will be able to explain family law and policy issues associated with various family crises and transitions.

MFT-8103 - Assessing and Treating Family Violence

Semester Credits: 3 **Weeks:** 12
This graduate-level course offers an overview of treatment/clinical approaches for MFTs working in the context of family violence. Theory and research related to definitions, causes, consequences, and characteristics of affected family members will be

explored. The course will also include the examination of family violence in diverse contexts, as well as consideration of ethical dilemmas associated with situations pertaining to family violence and abuse.

MFT-8115 - Family Systems Approaches to Addiction

Semester Credits: 3 **Weeks:** 12
This course provides an overview of a variety of addictive substances and how a systemic therapist approaches treatment of addiction. Students will be expected to consider self-of-therapist issues and diversity concerns as it relates to exposure to and treatment of addiction. A variety of approaches to treating addiction will also be addressed.

MFT-8208 - Child and Adolescent Assessment and Diagnosis

Semester Credits: 3 **Weeks:** 8
In this course students will evaluate the scholarly literature on clinical assessment and diagnosis of childhood and adolescent disorders. DSM-5 diagnostic criteria and assessment procedures will be viewed through a systemic lens and critiqued for their cultural sensitivity. Ethical concerns related to the assessment of children and adolescents will also be discussed.

MFT-8209 - Family Therapy with Adolescents

Semester Credits: 3 **Weeks:** 8
This course evaluates theory and research on systemic interventions with adolescents and their families. Students will establish an ethical framework that is developmentally informed and culturally sensitive. This course emphasizes how families can support adolescents through the difficult transition of increased independence from the family, as well as how to engage an adolescent in the therapeutic process.

MFT-8210 - Early Childhood and Parenting Interventions

Semester Credits: 3 **Weeks:** 8
This course reviews theory and research on interventions for early childhood, emphasizing play therapy and parenting interventions. Since a developmental-informed approach is critical for early childhood, play therapy theoretical foundations and techniques will be explored in-depth. From a systemic lens, children's emotional and behavioral difficulties are viewed in the context of the couple relationship, family structure, and parenting behaviors. As a result, students will learn to integrate several interventions for changing dynamics and behaviors within the parent system. Issues of cultural sensitivity and ethical practice will be considered for each topic discussed.

MFT-8211 - Neurodevelopmental Disorders in Children and Adolescents

Semester Credits: 3 **Weeks:** 8
This course evaluates theory and research on evidence-based, systemic interventions with children and adolescents with neurodevelopmental disorders including attention-deficit/ hyperactivity disorder (ADHD), autism spectrum disorder (ASD), intellectual disabilities (ID), and learning disorders (LD). Students will establish an ethical framework for family therapy that is developmentally informed and culturally sensitive. This course presents marriage and family therapists as critical members of multidisciplinary treatment teams for ADHD, ASD, and other neurodevelopmental disorders.

MFT-8308 - Emotion and Differentiation Focused Couple Therapy

Semester Credits: 3 **Weeks:** 8
This course will focus on and emphasize the roles of two major human development forces that influence behavior in relationships: connection (attachment and inclusion) and separation (individuality and differentiation). There are ongoing debates in the MFT world about the role these two forces play in intimate relationships and clinical models differ in how to go about engaging clients in these realms. This course will give students the opportunity to discover more about these life forces and how

their principles are applied in therapeutic conversations with couples. Learners will also be asked to consider both of these influences from a clinical research perspective throughout the course.

MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice

Semester Credits: 3 **Weeks:** 8
This course will focus on and emphasize couple therapy modalities that have been validated, in some way, by research. There are other models not covered in this course that have some empirical evidence (e.g., there is considerable evidence for EFT's effectiveness) but the models emphasized in this course are largely built on principles of cognitive-behavioral psychology. Two primary models will be covered throughout the course: Gottman's couple therapy model and Jacobson's and Christensen's Integrative Couple Therapy. This course places heavy emphasis on empiricism and students will be encouraged to be thinking like "scholar-practitioners" throughout the course.

MFT-8310 - Systemic Sex Therapy

Semester Credits: 3 **Weeks:** 8
This course focuses on physiological, psychological, and sociocultural variables associated with human sexuality and then maintains a focused emphasis on systemically oriented sex therapy including methods of conducting sexual assessments and both individual and relational therapy designed to help clients with variety of sexual issues, sexual dysfunctions, and sexual challenges within relationships.

MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

Semester Credits: 3 **Weeks:** 8
It is important for clinicians and clinical supervisors to be aware of the challenges and critical points of change and/or distress for couples throughout the couple life cycle. Throughout this cycle couples are challenged with how to face difficult circumstances and maintain a strong relationship. This course involves a look at the development of couples and their relationship cycle. The course will incorporate an overview of different issues that present in couples' relationships and examine the couple's dynamics through a lens of diversity. Students will learn about different models of couple's therapy and assessments pertaining to couple therapy. In addition, the students will learn about the importance of creating a therapeutic alliance with the couples.

MFT-8402 - Medical Family Therapy

Semester Credits: 3 **Weeks:** 8
This course is designed to introduce students to the theory, concepts, and practice of medical family therapy. Students will learn about collaborative healthcare, medical specializations, assessments commonly used in healthcare settings, and the ways in which biopsychosocial components of patients' and families' lives may impact their experience of health and illness.

MFT-8403 - Medical Family Therapy Applications

Semester Credits: 3 **Weeks:** 8
This course addresses the many facets of creating and maintaining effective integration of behavioral health and medical care. Through this course, students will gain an in depth understanding of the practice of medical family therapy (MedFT). Students will discover how the clinical, operational, and financial components of care intersect and impact psychosocial care delivery.

MFT-8404 - Families, Health, and Illness

Semester Credits: 3 **Weeks:** 8
This course addresses the challenges faced by individuals, couples, and families who are experiencing a chronic illness. Throughout this course, students will have the opportunity to identify health complaints and diseases, explore the psychosocial

barriers and facilitators to effective treatment, and discover the ways in which cultural beliefs and norms impact the illness experience.

MFT-8408 - Loss and Bereavement

Semester Credits: 3 **Weeks:** 8
In this course, students will explore various aspects of grief and loss. The course will include theory and cultural beliefs and values surrounding death and dying and will highlight clinical approaches to assisting people in navigating grief and loss experiences. This course will also focus on self of the therapist experiences and self-care practices of helping professionals.

MFT-8507 - Military and Veteran Cultures Across the Lifespan

Semester Credits: 3 **Weeks:** 8
This doctoral-level course focuses on military and veteran cultures, including culturally informed clinical practice, research, and policies across the lifespan.

MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families

Semester Credits: 3 **Weeks:** 8
This course focuses on precursors, assessment, diagnoses, indicated treatments, research practices, and policies related to trauma and resilience across military and veteran populations.

MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations

Semester Credits: 3 **Weeks:** 8
This course focuses on ethical standards, moral injury, compassion fatigue, burnout, and common ethical challenges that occur in clinical practice, research, and supervision with military and veteran populations.

MFT-8510 - Behavioral Health Care with Military and Veteran Populations

Semester Credits: 3 **Weeks:** 8
This course focuses on evidence based treatment and research pertaining to behavioral health challenges that are experienced by military and veteran populations. Attention is given to clinical assessments and treatment as well as current evidence based research, including biopsychosocial complications associated with each behavioral health challenge.

MFT-8601 - Gerontology and Systemic Intervention

Semester Credits: 3 **Weeks:** 12
This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including: issues related to long-term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (poverty) on the elderly. A significant focus of the course is the application of systemic treatment/theory to the elderly adult population and multigenerational families.

MFT-8701 - Language of Diversity

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of culturally inclusive language when working with diverse populations and organizations. Attention is given to self of the therapist issues and critical analysis of dominant narratives around language and power.

MFT-8702 - A Systemic Evaluation of Global Concerns and Diversity

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of meaningful knowledge about issues of diversity and injustice on the global stage, and how this may impact the work we do as MFTs when working with diverse populations and organizations. Attention is given to self of the therapist issues and critical analysis of the dynamics of contextual systems of oppression and privilege.

MFT-8703 - Social Justice Advocacy in the United States

Semester Credits: 3 **Weeks:** 8
This course focuses on understanding dilemmas and challenges of supervising, teaching and leading as a Marriage and Family therapist from a socially just perspective. You will explore the history of diversity, multiculturalism and social justice in the field of MFT. Special emphasis will be given to issues related to power, privilege and oppression specifically within the United States. Attention is given to self-of-the therapist, self-of-the supervisor and self-of-the educator issues related to systems of power, privilege and oppression.

MFT-8704 - Culturally Sensitive Care in MFT

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of specific skills that MFTs can use to provide more culturally sensitive and humble care to patients and clients. The focus of this course will be appropriate treatment planning for diverse populations. Attention is given to self of the therapist issues and critical analysis of the dynamics of contextual systems of oppression and privilege.

MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations

Semester Credits: 3 **Weeks:** 8
Students will learn the building blocks to cultivating a vision–from dream to service agency from the ground up. The course will focus on how to develop a non-profit counseling agency including financial planning, personnel development, and evidence-based service delivery. This doctoral level course will also prepare students for leadership in community-based agencies with an emphasis on integrating marriage and family therapy into the larger milieu of behavioral health services. Whether joining an existing agency or creating your own, today's leaders can help create a socially conscious company culture using ethical decision-making models.

MFT-8713 - Public or Corporate Policy Making

Semester Credits: 3 **Weeks:** 8
This course invites doctoral students to consider the key role that policy making plays in advancing the profession of marriage and family therapy (MFT). The course will start out by identifying stakeholders who direct and sanction the practice of MFT, from accrediting bodies and universities to state licensing boards and federal legislation. Students will learn about the role of MFTs in public health policies and advocating for MFTs in the larger behavioral health culture. The signature assignment for the course will have students challenging conventional leadership and proposing a relevant piece of legislation that is consistent with the systemic perspective.

MFT-8714 - Leadership in Higher Education

Semester Credits: 3 **Weeks:** 8
MFTs today can excel in teaching, communication, and utilizing technology. Universities today need systemic thinkers who can integrate the demands of accreditation standards into traditional and cutting-edge academic and administrative systems. This

doctoral level course will prepare students for administrative roles in online and on-ground education systems. Learners will incorporate best practices in teaching through role plays and assignments that develop course and curriculum development.

MFT-8721 - Constructing a Professional Identity

Semester Credits: 3 **Weeks:** 8
This course provides an analysis of the means by which trainees acquire their new professional identity as MFTs. Special emphasis is placed on gender, cultural, and socioeconomic factors in professional identity development.

MFT-8722 - Teaching Systemic Theories

Semester Credits: 3 **Weeks:** 8
This courses focuses on theories and current best practices for teaching adult learners. One of the key concepts is helping adult learners make best use of their previous experiences to help them on their new journey of learning. A special focus of this course in working with adult learners in e-learning environments.

MFT-8723 - Analyzing Supervision Interventions

Semester Credits: 3 **Weeks:** 8
This course builds on the foundation of MFT8970 MFT Supervision. Supervisors have an ethical and legal responsibility to assess the competence of their trainees. This course examines educational and experiential strategies for assessing trainee competence, and interventions the supervisor can employ to meet the ethical requirement for assessing trainee competence. A special focus of this course is the power differential between supervisor and trainee, and trainee and client.

MFT-8724 - Employing Technology in Supervision

Semester Credits: 3 **Weeks:** 8
Since its earliest days, the profession of MFT has made use of the best available technology to facilitate training the next generation of therapists. Historic examples include co-therapy, the one-way mirror, and the "bug in the ear." This course examines the relationship between technology and best practices for adult learners, including both ethical and andragogical considerations, with a special focus on emerging digital technology.

MFT-8951 - MFT Doctoral Practicum I

Semester Credits: 3 **Weeks:** 12
This course provides you with an opportunity to demonstrate your competence in advanced MFT practice. Emphasis is placed on clinical competence in working with diverse populations, advanced application of family and couple therapy models, ethical decision-making, relational/systemic clinical innovations, and professional growth. The course will provide you an opportunity to engage in discussions and practice, enhancing your ability to further develop your identity as an MFT. You must be clinically active during the course and participate in weekly clinical supervision.

MFT-8952 - MFT Doctoral Practicum II

Semester Credits: 3 **Weeks:** 12
This course provides students with an opportunity to demonstrate their competence in advanced relational/systemic practice. Emphasis is placed on the clinical competence in working with diverse populations, advanced application of family and couple therapy models, ethical decision-making, and professional growth. Students must be clinically active during the course and participate in scheduled supervisory sessions with their University supervisor.

MFT-8961 - MFT Doctoral Internship I

Semester Credits: 1 **Weeks:** 12
Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of the MFT Doctoral Programs in the PhD MFT Internship Contract DRF in Taskstream. This nine-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The first of these is MFT 8961. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of MFT Doctoral Programs as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's Internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their local supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

MFT-8962 - MFT Doctoral Internship II

Semester Credits: 1 **Weeks:** 12
Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of MFT Doctoral Programs in the PhD Internship DRF in Taskstream. This nine-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The second of these is MFT-8962. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of Clinical Field Placement as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's Internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their local supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

MFT-8965 - MFT Doctoral Internship and Portfolio

Semester Credits: 1 **Weeks:** 12
Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of MFT Doctoral Programs. The 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Clinical Team as a part of the internship contracting process. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet weekly with their local supervisor; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy); it represents growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet to PhD Program Outcomes and Student Learning Outcomes.

MFT-8970 - MFT Supervision

Semester Credits: 3 **Weeks:** 12
In this course, you will be introduced to the fundamentals of systemic supervision with an emphasis on the importance of contextual variables such as gender, culture, socioeconomic status, and race/ethnicity. The design of the course meets the criteria for the 30-hour Fundamentals of Supervision course for the American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor track, which includes 15 hours of live interaction. The 15 hours of live interaction will occur via streaming video. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

MFT-8971 - MFT Supervision Practicum

Semester Credits: 3 **Weeks:** 12
This practicum course provides students opportunities to enhance their ability to help MFT students begin their growth toward clinical competence and professional identity as an MFT. Students will be invited to participate in the supervision of the University's MFT master's students while receiving guidance from the University instructor on the development of their supervisory skills. The course will provide an opportunity to engage in discussions and practice of supervisory tasks enhancing students' ability to further develop their identities as MFTs and future MFT supervisors.

MFT-8991 - MFT Advanced Practical Experience Component (APEC I)

Semester Credits: 1 **Weeks:** 12
The APEC is the capstone clinical experience. During each APEC course, students propose activities they will engage in that are congruent with their programmatic clinical specialization. Students must also select at least two areas from the following to focus on during the APEC: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. Students may also propose to pursue opportunities for presenting and professional writing. As part of the APEC contract, students identify the artifacts or deliverables they will submit at the end of each of the three APEC courses as evidence they have achieved their goals for the experience.

MFT-8992 - MFT Advanced Practical Experience Component (APEC II)

Semester Credits: 1 **Weeks:** 12
The APEC is the capstone clinical experience. In this course, students propose activities they will engage in that are congruent with their programmatic clinical specialization. Students must also select at least two areas from the following to focus on during the APEC: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. Students may also propose to pursue opportunities for presenting and professional writing. As part of the APEC contract, students identify the artifacts or deliverables they will submit at the end of the courses as evidence they have achieved their goals for the experience.

MFT-8993 - MFT Advanced Practical Experience Component (APEC III)

Semester Credits: 1 **Weeks:** 12
The APEC is the capstone clinical experience. In this course, students propose activities they will engage in that are congruent with their programmatic clinical specialization. Students must also select at least two areas from the following to focus on during the APEC: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. Students may also propose to pursue opportunities for presenting and professional writing. As part of the APEC contract, students identify the artifacts or deliverables they will submit at the end of the courses as evidence they have achieved their goals for the experience.

Nursing

DNP-7000 - Leadership and Interprofessional Collaboration

Semester Credits: 3 **Weeks:** 8
This course incorporates the study of organizational leadership and interprofessional team development to improve quality of care delivery, health outcomes, and safety of patient populations. You will examine consultative and leadership skills that facilitate intraprofessional and interprofessional collaboration. You will analyze effective strategies for resolving ethical and legal issues in the delivery of care. You will also synthesize knowledge of leadership and communication theories with nursing science as a framework for organizational assessment, diagnosis of systems issues, and facilitation of system-wide practice initiatives. This course will prepare you to develop advanced leadership roles in addressing complex practice and organizational issues.

DNP-7001 - Contemporary Topics in Health Care

Semester Credits: 3 **Weeks:** 8
This course involves intensive examination of contemporary topics in healthcare. Emphasis is placed on exploring and evaluating theoretical foundations that influence nursing practice, healthcare systems, and organizational sciences. Key topics include the development of interprofessional competencies, health status and health disparities, ethics, and the meaning of health outcomes related to both quality and safety for population healthcare.

DNP-7002 - Healthcare Economics and Finance

Semester Credits: 3 **Weeks:** 8
This course introduces the financial structures that support nursing practice and will focus on economic principles, financial management methods, and business strategies. You will explore the foundation for balancing productivity with quality of care, while learning to design effective and realistic care delivery systems that optimize performance, minimize costs, and enhance outcomes. You will also examine methods to evaluate costs and cost effectiveness of care using health equity and diversity. This course provides you with the tools to plan, monitor, and evaluate the acquisition, use, and outcomes of fiscal resources for practice and program initiatives.

DNP-7003 - Informatics in Healthcare Delivery

Semester Credits: 3 **Weeks:** 8
This course incorporates the study of information science concepts, principles, and methods with application in the support, improvement, and evaluation of nursing interventions, outcomes of care, and delivery systems. You will focus on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies.

DNP-7004 - Advanced Health Policy & Advocacy

Semester Credits: 3 **Weeks:** 8
This course focuses on advanced nursing leadership and advocacy for healthcare policy improvement. You will examine the process of healthcare policy development and determine the disparities within the US and international healthcare delivery systems. You will use policy theory to critically evaluate the current and historic policies, laws, and financial incentives that affect healthcare delivery and nursing practice. You will apply principles of organizational change and cultural effectiveness to evaluate components of leadership necessary for public health improvement.

DNP-7005 - Translation of Evidence into Practice

Semester Credits: 3 **Weeks:** 8
This course will address scientific frameworks for advanced nursing practice including theories from nursing, behavioral and social sciences, quality improvement models, and evidence-based practice models. You will integrate the theme of change throughout this course related to improving patient and healthcare outcomes. You will examine various strategies to develop partnerships with stakeholders, assess quality improvement, and facilitate change based on evidence.

DNP-7106 - Program Planning and Evaluation

Semester Credits: 4 **Weeks:** 8
Prerequisites: DNP -7005

This course prepares you, to plan for the design, development, implementation, and evaluation of health promotion and disease prevention program initiatives. Within a practice setting, you will work with your mentor, the advanced nurse leader, to analyze practice approaches to quality improvement and evaluate clinical prevention strategies utilized to promote population health. You will discuss various approaches to quality improvement.

*Requires 30 Practice hours

DNP-7107 - Health Outcomes Research

Semester Credits: 6 **Weeks:** 8

Prerequisites: DNP-7106 - Program Planning and Evaluation

This course introduces various approaches to evaluating health outcomes research, including risk assessment, causation, and principles of measurement. You will evaluate evidenced-based health outcomes research to include instruments and strategies for measuring the economic valuation of healthcare programs. You will examine factors that affect quality and safety and develop strategies to monitor and improve health outcomes.
Within the practice setting, you will appraise factors that increase risks and liability. You will review data using information technology and review the literature addressing a healthcare issue to identify a DNP project topic. Throughout your practice experience, you will seek opportunities to generate evidence-based solutions that address risks and liability.

*Requires 90 practice experience hours.

DNP-7108 - Clinical Analytics and Data Management

Semester Credits: 6 **Weeks:** 8
Prerequisites: DNP-7107 - Health Outcomes Research

This course focuses on data management skills to measure the use of services and quality of patient care. Within the practice setting, you will incorporate multiple techniques and methods to diagnose system issues and measure quality improvement and program outcomes. You will also assess ethical principles related to data governance and stewardship. Finally, you will work on formulating your problem statement for your DNP Project.

*Requires 90 Practice hours

MSN-5000 - Dynamic Healthcare Environments

Semester Credits: 3 **Weeks:** 8
This course provides key insights into a dynamic and evolving healthcare delivery system, including the impact of legislation on healthcare organizations and diverse populations. You will analyze key principles of complex systems leadership theory as it applies to disruptive innovation. You will focus on emerging models of care and the complexities of healthcare finance.

MSN-5001 - Theoretical Foundations of Human Behavior

Semester Credits: 3 **Weeks:** 8
This course concentrates on both nursing and related theories regarding the behavioral motivations and decision-making

techniques of adults. Application of the biopsychosocial approach and various theories will be explored, such as violence in society, end-of-life decision-making, and health behaviors that influence quality of life.

MSN-5002 - Population Health Management

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the concepts and theories relevant to healthcare for multicultural and diverse populations. You will explore determinants of health from a broad perspective. You will examine various models for providing population-based care from primary care to accountable care organizations.

MSN-5003 - Health Outcomes Research

Semester Credits: 3 **Weeks:** 8
This course will place an emphasis on research and strategies for improving nursing care for patients across the healthcare continuum. You will understand how to develop quality improvement projects, which utilize evidence-based practice and allow for systematic evaluation of outcomes. The course will include quality improvement study design and health outcomes measures.

MSN-5004 - Quality and Safety

Semester Credits: 3 **Weeks:** 8
This course explores the issue of quality and safety from a patient-centered care perspective. You will explore strategies to promote ethical decision-making processes and to improve communication within interprofessional teams. You will explore legal and financial ramifications of incompetent nursing practice.

MSN-5005 - Health Policy

Semester Credits: 3 **Weeks:** 8
This course focuses on nursing leadership and advocacy for healthcare policy improvement. You will explore the process of healthcare policy development, assess the role of coalitions, and recommend data-informed decisions for healthcare policy changes. Nurse leadership roles will be examined through current legislation initiatives.

MSN-5100 - Human Resources Management

Semester Credits: 3 **Weeks:** 8
This course addresses application of behavioral sciences to management. You will analyze best practices for recruitment, retention, and motivation for employees. Topics include the relationship between staffing levels, competencies, patient safety, quality of care, and utilizing a cost benefit analysis of various staffing strategies. Special issues surrounding unionization will also be addressed.

MSN-5110 - Leadership in Healthcare Organizations

Semester Credits: 3 **Weeks:** 8
In this course, you will explore key nursing leadership responsibilities including the development of a just culture within the healthcare organization. You will explore evidence-based policies and procedures, quality improvement, and organizational planning within the workplace environments. You will be analyzing how nurse leaders have approached responsibilities and served as role models in the nursing profession. You will also analyze strategies for integrating stewardship of resources and managing incivility in healthcare organizations.

MSN-5120 - Health Informatics

Semester Credits: 3 **Weeks:** 8

This course will focus on key knowledge for nurse leaders related to decision-making in the selection of systems software, decision support, and point of care systems. Topics include the planning life cycle for information technology hardware and software, user testing, and reporting. You will explore data analysis tools, performance dashboards, and key metrics.
* Requires completion of 36 mentored practice experience hours

MSN-5130 - Healthcare Finance & Economics

Semester Credits: 3 **Weeks:** 8

This course introduces concepts and theories of basic economics and finance in healthcare. You will apply economic analysis to problems of the organization related to demand, pricing, cost, production, and investment. Emphasis is placed on the assimilation of financial concepts and application in healthcare agencies and institutions. The course will enable you to learn the foundation of current finance theory and tools for managing healthcare on a daily basis.
* Requires completion of 36 mentored practice experience hours

MSN-5140 - Healthcare Strategic Management and Planning

Semester Credits: 3 **Weeks:** 8

You will investigate the processes of determining the management of healthcare systems through the development of objectives, design, and strategies. You will explore various models related to strategic planning within healthcare delivery systems. You will also evaluate the evolution of healthcare system management models.
*Requires completion of 38 mentored practice experience hours

MSN-5200 - Patient Safety in Nursing

Semester Credits: 3 **Weeks:** 8
Patient safety focuses on the minimization of errors in treatment and the prevention of adverse effects associated with patient care. In this course, you will be introduced to relevant theories, principles, practices, and operational issues as they relate to patient safety and quality. You will explore patient safety problems and high-risk contexts for error occurrence and determine the appropriate tools and evidence-based practices to address these issues. Through the utilization of error theory and systems thinking, as well as methods of risk assessment, you will be challenged to consider the roles of various stakeholders in for patient safety.

MSN-5210 - Nursing Policy and Regulation in Healthcare

Semester Credits: 3 **Weeks:** 8
Healthcare and nursing are regulated by policies and standards from a variety of groups and agencies. In this course, you will examine external drivers and policy initiatives related to quality and patient safety improvement in nursing, including accreditation, and performance. You will examine key federal legislation and regulations promulgated by organizations such as the Centers for Medicare and Medicaid Services, Quality and Safety Education in Nursing (QSEN), and the AACN MSN Essentials. You will also learn to develop effective internal policy initiatives related to quality improvement.

MSN-5220 - Analytics in Quality and Patient Safety

Semester Credits: 3 **Weeks:** 8

In the management of healthcare and nursing, the application and utilization of data are critical to achieving better healthcare outcomes and improvement. Nursing analytics encompasses the technology and skills utilized in data analysis and data visualization for enhanced decision-making. In this course, you will be introduced to how data analytics is utilized in nursing

quality and patient safety. You will re-visit Quality Safety Education in Nursing (QSEN) principles for best patient outcomes. This course will provide an overview of data management for effective health systems evaluation and tools utilized for organization, analysis, and presentation of data. Understanding how to develop data collection plans that support continuous quality improvement will also be included.
* Requires completion of 36-mentored practice experience hours

MSN-5230 - Performance and Process Improvement in Nursing

Semester Credits: 3 **Weeks:** 8

The tools and techniques utilized for performance and process improvement help nurses identify inefficiencies, ineffective care, and preventable errors. In this course, you will explore various processes utilized for quality control and assurance to support performance improvement in healthcare settings. Performance improvement tools and techniques explored during this course will include Plan-Do-Study-Act Cycle, Lean Six Sigma, project management, and process mapping. You will gain an understanding of how to apply effective performance improvement tools in the role of a nurse leader in health systems management.
* Requires completion of 36 mentored practice experience hours

MSN-5240 - The Nursing Quality Professional

Semester Credits: 3 **Weeks:** 8

The nursing professional is instrumental in ensuring a culture of safety and quality improvement. In the role of a nursing quality professional, you will contribute to enhancing care delivery, optimizing value, and improving outcomes by leading activities that improve quality and patient safety. In this course, you will explore the nursing quality professional's role and examine the necessary competencies and ethical standards required of today's nursing quality professional. You will focus on collaboration with various healthcare stakeholders to assess and identify quality issues that may impact the healthcare organizations' reputation, safety, security, and financial prosperity.
* Requires completion of 38 mentored practice experience hours.

MSN-6000 - Capstone Experience

Semester Credits: 3 **Weeks:** 12

Your capstone experience represents the culmination of your degree. In this course, you will address accountability of nurse leaders, improved cultural competency, and your professional goals as a lifelong learner. You will demonstrate evidence-based practices and strategies. You will also demonstrate mastery of program outcomes and provide reflection on alignment with the current AACN MSN Essentials and applicable specialization competencies.
* Requires completion of 36 mentored practice experience hours

Nursing Education

NUR-7000 - Nursing Education Theories and Concepts

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on theories and concepts that provide the foundation for nursing education and adult learning. You will conduct concept exploration and analysis in theory development. You will examine multi-disciplinary concepts applicable to nursing education and nursing research. You will also review seminal and current literature from nursing practice, education, and research, as well as social sciences.

NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader

Semester Credits: 3 **Weeks:** 8
In this course, you will explore future opportunities and challenges within nursing education as a scholar-practitioner and leader. You will evaluate future trends in technology, intra/interprofessional collaboration, regulatory changes, social and cultural diversity, and employment related to the development and advancement of nursing education.

NUR-7002 - Nurse as Educator

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the evolving roles of the nurse educator within the ever-changing healthcare system and educational environment. You will also explore the nurse educator from the teacher, leader, researcher, collaborator, mentor, and change agent perspectives. The principles of teaching adult learners applied to classroom and clinical education settings will be examined. A personal and professional philosophy of nursing education will be developed in this course.

NUR-7003 - Evidenced-Based Teaching in Nursing

Semester Credits: 3 **Weeks:** 8
In this course students will learn the foundational knowledge in the science of nursing education for developing skills and behaviors for contemporary nursing education practice and scholarship. This course explores current evidence-based andragogic practices within the nursing education discipline.

NUR-7004 - Teaching with Technology in Nursing Education

Semester Credits: 3 **Weeks:** 8
In this course, students will learn the importance of reflection on teaching with technology in nursing education in the classroom and clinical settings. The goal of this course is to ensure that students have an understanding of technology tools that can create diverse and meaningful learning experiences for students. The course is designed to examine current technology trends including simulation, online learning, learning management systems, instructional design, web 2.0 tools, computer assisted learning, presentation software, EHRs, and videos. Through discussion and sharing, students refine their skills in using these tools to practice as an educator.

NUR-7005 - Assessment and Evaluation in Nursing Education

Semester Credits: 3 **Weeks:** 8
Students will learn evaluation methods used in nursing education curriculum. Content includes norm referenced and criterion referenced evaluation methods. Students will identify criteria used to develop reliable and valid evaluation measures. Students will explore measures used to identify cognitive, affective, and psychomotor domains as they relate to education and nursing. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed.

Organizational Leadership

OL-5100 - Resolving Conflict

Semester Credits: 3 **Weeks:** 8
Conflict management processes and skills are essential for educators to possess. This course focuses on examining the nature of conflict—its origins, sources, and types—as well as the concepts and skills of proactive intervention and conflict resolution/peer-mediation programs. Emphasis is placed on enhancing a leader's approach through focusing on interpersonal relationships and communication skills. Utilizing and applying various conflict resolution strategies and approaches within a school setting are highlighted.

OL-5101 - Organizational Capacity

Semester Credits: 3 **Weeks:** 8
Organizational leaders are responsible for promoting capacity to improve the performance at all levels within an organization. Students will explore the intersection of leadership skills and organizational capacity. Specific focus will be on motivational theories used in leadership practices, understanding the impact of decision-making and problem-solving skills on an organization, and exploring the influences of culture and the environment on the performance of an organization.

OL-5102 - Applied Research for Organizational Leaders

Semester Credits: 3 **Weeks:** 8
Students will review and apply research-based leadership methodologies and theories for educational leaders addressing organizational productivity. Students will explore the foundations and applications of applied research in an educational setting as applied to organizational productivity. Students will identify and analyze data in educational organizations to implement realistic and sustainable organizational solutions.

OL-5103 - Leading Change and Organizational Renewal

Semester Credits: 3 **Weeks:** 8
Students will explore the theoretical and practical underpinnings of educational organizational development. 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 leadership skills required in the development of an educational organization including planning, collaborating, training, and communicating. Students will also be introduced to external influences that impact organizational development.

OL-7100 - Conflict Resolution and Mediation

Semester Credits: 3 **Weeks:** 8
Conflict is a normal part of living and working together. Conflict can give you opportunities to learn and grow both personally and professionally. Of course, the positive potential of conflict does not eliminate the discomfort we can feel around conflict. In this course, you will examine conflict and mediation within a variety of educational organizations. You will evaluate conflict management skills and practices, including discerning the implications of diversity, equity, inclusion, and cultural responsiveness in the process of conflict interpretation and management within educational organizations.

OL-7102 - Leadership Ethics to Attain Organizational Excellence

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the role of ethical leadership in attaining organizational excellence. Given the many types of educational organizations, you will examine leadership competencies that relate specifically to ethical behavior in your choice of educational organizations. Organizational leaders create a culture of ethical behavior. You will critique the techniques leaders use to communicate decisions, manage conflict, and address ethical dilemmas within the educational organization. You will also use case studies as a method of analyzing and responding to ethical dilemmas.

OL-7104 - Leadership in Nonprofit Organizations

Semester Credits: 3 **Weeks:** 8
You will learn fundamental concepts about leadership in nonprofit educational organizations. From the basics of board governance to the leader's role in cultivating reciprocal community partnerships, you will consider the unique needs of different types of nonprofit educational institutions. You will also learn about the role of leadership in managing human and financial resources and communicating with internal and external stakeholders.

OLB-7001 - Conflict Resolution and Mediation

Semester Credits: 3 **Weeks:** 8
Students must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection, and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OLB-7002 - Building Organizational Capacity

Semester Credits: 3 **Weeks:** 8
Capacity building, an integral aspect of organizational leadership, involves investing in the right people for the right roles, and implementing the necessary systems to optimize their success. In this course, students will learn theories and best practices having to do with leadership's role in building and maintaining organizational capacity.

OLB-7004 - Theory and Practice of Organizational Leadership

Semester Credits: 3 **Weeks:** 8
The Theory and Practice of Organizational Leadership course focuses on theories of leadership as they apply to organizational success. In this course, students will learn about various theoretical and applied leadership theories and practices. Students will also identify theories and practices appropriate for their own use in their own organizations.

OLB-7005 - Ethical Leadership

Semester Credits: 3 **Weeks:** 8
In this course, students gain a deep understanding of the complexity of organizational ethics and ethical leadership through critical analysis and research regarding ethical principles. Students will research and evaluate consequences of unethical leadership, and how to build and maintain a culture of ethics. Students will assess ethics as they pertain to the globalization of organizations.

OLB-7006 - Communicating Change

Semester Credits: 3 **Weeks:** 8
Communication is never more important than during times of change. Leaders play an integral role in leading organizational change by helping others understand the need and purpose of change through effective communication. In this course, you will examine leadership theories which underpin communication strategies and practices to successfully manage organizational change.

OLB-7007 - Leader as Coach/Consultant

Semester Credits: 3 **Weeks:** 8
Coaches and consultants (internal and external) have become an important part of organizational reality. In this course, students will examine coaching and consulting theories and application. Students will also explore their skills in adapting their styles to particular organizational contexts, through both effective communication and astute analyses and recommendations.

OLB-7008 - Executive Leadership

Semester Credits: 3 **Weeks:** 8
Leadership strategies are often unique to a specific organizational sector (corporate, governmental, nonprofit, etc.). In this course,

you will examine cross-disciplinary leadership theories and strategies for their appropriateness to particular sectors. You will also evaluate the role of leadership in organizational development, organizational culture, and organizational change.

Project Management

PM-6000 - Project Procurement Management

Semester Credits: 3 **Weeks:** 8
Project Procurement Management includes the processes necessary to acquire the materials necessary for the project team to perform their mission. This course includes contract management and the change control processes required to administer contracts or purchase orders issued by project team members.

PM-6004 - Project Risk Management

Semester Credits: 3 **Weeks:** 8
Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation and monitoring and control.

PM-6008 - Project Monitoring and Control

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the initial project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.

PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Semester Credits: 3 **Weeks:** 8
This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to manage tough human resource issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as both project leaders and project managers. Integration of tools and technology such as social media and management of virtual and multi-cultural teams will also be studied.

PM-7000 - Project Procurement Management

Semester Credits: 3 **Weeks:** 8
Doctoral Learners will examine strategies and materials necessary for a project team to manage procurement processes and issues. The course covers procurement and contracting for products, services, and personnel, as well as legal and ethical implications of procurement and contracting. Students should be able to apply procurement management principles and PMBOK (5th ed) processes to actual contracts and procurement contexts, as well as applying organizational theories to project procurement research.

PM-7004 - Project Risk Management

Semester Credits: 3 **Weeks:** 8
This course examines project risk management planning strategies. students will identify, analyze, and suggest responses to

processes regarding monitoring and control. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM-7008 - Project Monitoring and Control

Semester Credits: 3 **Weeks:** 8
In this course students will explore the components of project monitoring and control measures to identify variances from the project plan. Students will assess project monitoring and the controls to be applied from a more theoretical viewpoint. The student will be researching theorists and key implementers in the field. Corrective actions will be formulated in a final assessment project.

PM-7012 - Multiple Project Management

Semester Credits: 3 **Weeks:** 8
This course provides strategies from industries responsible for management of multiple projects. Students will utilize multi-project management tools, techniques and methods need to successfully manage allocated resources across various projects. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM-7016 - Managerial Budgets and Project Management

Semester Credits: 3 **Weeks:** 8
Budgets provide an accurate measurement of the authorized work physically accomplished plus a status of the management's budget for the completed work. This course presents the budgeting for a project and one tool that can be applied to measure project progress: The Earned Value Management technique. Earned value will be examined in this course as an effective technique to manage project budgets and express project progress.

Psychology

PSY-5101 - Foundations for Graduate Study in Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in Psychology. Students will have an opportunity to review psychological theories, ethical principles, and history of the field, including the emergence of diversity in the field of Psychology. In addition, graduate level skills, such as academic integrity, effective use of the University Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication will be introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5103 - Professional Ethics, Law, and Psychology

Semester Credits: 3 **Weeks:** 8
The APA Code of Ethics is a comprehensive document. However, its application can be complex. Ethical decision making involves commitment to principles, a comprehensive understanding of the issues involved and the ability to view issues from the viewpoint of different stakeholders. This course provides you with an opportunity to apply the Ethical Principles in a number of settings and to develop an understanding of a number of basic ethical concepts. This course also emphasizes the importance of knowing state laws and regulations which may differ from the ethics standards established by the American Psychological Association or other national organizations.

PSY-5104 - Theories of Human Development and Functioning

Semester Credits: 3 **Weeks:** 8
In this course, the student will study human development from conception through late adulthood. Students will engage in a variety of activities and applications through which they will explore, understand, and reflect upon key theories and concepts related to physical, cognitive, and psychosocial development across the lifespan. Students will develop an appreciation of the impact of the cross-disciplinary importance of the study of human development.

PSY-5107 - Research Design

Semester Credits: 3 **Weeks:** 8
Upon the completion of this course, you will develop an understanding of the strengths and limitations of qualitative and quantitative approaches to research design. As a result of this newfound knowledge, you will become a more educated and discerning consumer of the existing published research. In addition, you will be more informed on how to effectively and ethically use these different research methods when designing research studies.

PSY-5108 - Cognitive and Affective Basis of Behavior

Semester Credits: 3 **Weeks:** 8
This course will examine the foundational theories related to cognitive and emotional influences on behavior. Themes to be traced will include process and application of memory, perception, language, problem-solving, decision-making, and creativity. The course will examine how emotion impacts cognition as well as the interactive characteristics of human cognition and affective functioning.

PSY-5109 - Theories of Personality

Semester Credits: 3 **Weeks:** 8
In this course, students will examine, compare and contrast key personality theories. Drawing on classic and contemporary sources, students will consider Freudian, post-Freudian, behaviorism, and social learning theories. Students will also examine more contemporary theories on personality, such as those put forth by cognitive, humanistic, and positive psychology.

PSY-5110 - Applied Statistics

Semester Credits: 3 **Weeks:** 8
This course introduces the graduate student to the calculation, use, and interpretation of descriptive statistics and inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts and helping students to understand statistical methodologies used in psychology, and, more generally, to develop a working knowledge of statistical usage in everyday life.

PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. Students will review the historical, professional, and legal context of utilizing tests and measurements in Industrial/Organizational Psychology. Specifically, students will explore the purpose, development, application, and evaluation of psychological tests as applied to employee selection, placement, and performance appraisal. Students will also examine special topics related to use of psychological tests in the workplace, including: the merits of cognitive ability, personality, and vocational testing, technological advancements in testing, and the testing of special populations.

PSY-6102 - Multicultural Psychology

Semester Credits: 3 **Weeks:** 8
This course prepares the student to deal with essential issues in a multicultural society from both an individual and professional

standpoint. Topics to be covered include the emergence of multicultural psychology, considerations for psychological research and testing, and how multiculturalism promotes a plurality of world views and communication styles. The formation and impact of stereotypes and prejudices in the light of establishing and maintaining a cultural identity in a multicultural society will also be examined. Finally, the student will become familiar with differences in access and views on physical and mental health services in different cultures.

PSY-6103 - Human Communication

Semester Credits: 3 **Weeks:** 8
Verbal and nonverbal communication and listening skills, as well as the ethics that apply to communication are covered in this course. Communication in the workplace, between couples, and across cultures are also key topics of this course. The student will think critically about what makes public speaking influential and also study the cutting edge in communication, electronic mediated communication.

PSY-6106 - Capstone Course: Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence-based practices related to your specific interests.

PSY-6109 - Career and Lifestyle Development

Semester Credits: 3 **Weeks:** 8
This course focuses on the theory and skills needed to provide basic career and lifestyle counseling. During this course, students will explore the importance of careers and lifestyle from a developmental point of view. Research and measurement, which are key to career counseling, will also be evaluated, as well as various career counseling strategies and ethics required in this field. The students will have the opportunity, using scenarios and pilot proposals to exercise skills in career counseling.

PSY-6110 - Clinical Survey of Substance Abuse and Dependence

Semester Credits: 3 **Weeks:** 8
This course will cover the broad scope of substance use and dependence, and its impact on individuals, families, and society. This includes the costs of substance misuse in terms of lives lost, health problems, and financial losses. Students will explore theories and models of both etiology and treatment of substance use disorders, including the exploration of a variety of both legal and illicit substances, as well as the physiological and psychological processes of dependence. Prescription drug abuse, abuse of over the counter (OTC) drugs, and dietary supplements will also be covered, and gender and diversity issues are highlighted.

PSY-6114 - Psychological Tests and Measurements

Semester Credits: 3 **Weeks:** 8
This course provides students with a fundamental background in assessment and measurement as well as the ability to evaluate the psychometric strengths and weaknesses of individual psychological tests and measurements, using both conceptual and applied. This course focuses on psychometric principles (e.g. validity and reliability), test and items analysis, test construction, and applications of psychological testing in a wide variety of settings.

PSY-6121 - Theories of Psychotherapy and Counseling

Semester Credits: 3 **Weeks:** 8
This course examines major research in the social psychology of groups. Topics such as group dynamics, formation, structure,

performance, leadership, conflict, intergroup relations, and change, will be addressed and analyzed. Please note that this is not a clinical course, and does not address the therapeutic functioning and conduct of groups.

PSY-6201 - Psychology of Sexuality and Sexual Orientation

Semester Credits: 3 **Weeks:** 8
In this course, you will examine dimensions of human sexuality from physiological, psychological, social, and cultural points of view. You will examine these dimensions via recent empirical research. You will also spend time reflecting upon, and in some cases, debunking preexisting ideas and bias, as personal reflection and growth are critical components of multicultural competence. Topics include an overview of stages of sexual identity development, cultural and individual variations, and stigma and discrimination.

PSY-6202 - Psychology of Gender

Semester Credits: 3 **Weeks:** 8
In this course you will explore the way in which gender is understood from various perspectives including sociocultural, political, psychodynamic and biological perspectives. Gender differences are often overemphasized; in actuality, there are fewer differences than often assumed. Issues of transgender and intersex variations will be discussed minimally, as these topics are the focus of another course. Central to this course will be an opportunity to rethink and reintegrate ideas about gender differences and gender similarities by studying material across several cultures.

PSY-6203 - Introduction to Transgender and Non-Binary Studies

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to factors that influence and impact individuals who identify as transgender. Terms such as gender queer, gender variant, intersex, cisgender, and transitioning, among others, will be discussed. Stages of male to female and female to male transitioning and how to offer support at each stage will be explored. Stigma and barriers to care will be examined as well as strengths-based, affirming model of care for assessment, support, treatment, and advocacy. You will learn to conceptualize cases from a holistic, multicultural perspective and acknowledge that all people regardless of group or identity are informed by their larger context and culture.

PSY-6206 - Psychology of LGBTQ+ Studies

Semester Credits: 3 **Weeks:** 8
In this course you will review the full spectrum of human sexuality and the individual's development of sexual identity and orientation. The full range of identities will be explored including asexuality, gay, lesbian, bisexual, pansexual, and others. Stigma and discrimination as they relate to these groups will be explored in addition to your own bias related to these groups. Historical milestones in the LGBTQ+ movement will be explored. You will examine a strengths-based, holistic, affirming model for treating this community. Your learning will culminate in learning how to educate others on the topics and to advocate for the populations described in this course.

PSY-6207 - Capstone: Gender and Sexual Fluidity

Semester Credits: 3 **Weeks:** 8
The Capstone course in Gender and Sexual Fluidity 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 Sexual Fluidity.

PSY-7101 - Foundations for Doctoral Study in Psychology

Semester Credits: 3 **Weeks:** 8
Students in this course will be prepared for success in the psychology doctoral program at the University. Students are introduced to relevant academic communities, professional standards, and doctoral-level expectations. Essential skills needed to pursue a doctoral degree in psychology are emphasized, including critical thinking, comprehending complex scholarly texts and research articles, and effective written communications. Students will identify and begin to explore potential research topics for use in their doctoral studies and complete the course with a roadmap to navigate their way to degree completion.

PSY-7102 - Scholarly Writing and Professional Communication in Psychology

Semester Credits: 3 **Weeks:** 8
This course focuses on scholarly and academic writing with an overarching goal of critically analyzing and thoughtfully synthesizing research findings while adhering to APA style and the principles of Academic Integrity. The emphases in this course are on how to (a) conduct effective literature searches; (b) critically review and summarize research studies; (c) write comprehensive, critical, and synthesized reviews of research literature; (d) formulate ideas and convey them in an ethical fashion; and (e) use feedback to revise and improve one's work.

PSY-7103 - Research Methods

Semester Credits: 3 **Weeks:** 12
In this course you will explore fundamental concepts of research in the social sciences. You will be introduced to key concepts in research methodology and design to encompass quantitative and qualitative approaches to collecting and analyzing data. You will explore issues of conceptualization and measurement, operationalization, validity, reliability, and trustworthiness. You will critically evaluate existing research focusing on key issues that underlie robust, replicable, and rigorous research as well as research ethics. This course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at National University.

PSY-7103U - Research Methods

Semester Credits: 3 **Weeks:** 8
This course focuses on understanding the fundamental concepts of rigorous research in the social sciences. Students will be introduced to concepts such as operationalization, validity and reliability and to different research methodology (e.g., quantitative and qualitative approaches to collecting and analyzing data). Students will critically evaluate academic writing on research as well as research ethics. This course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at the University.

PSY-7104 - Statistics I

Semester Credits: 3 **Weeks:** 12
This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in psychology, and also more generally, developing a working knowledge of statistical usage in everyday life.

PSY-7105 - Tests and Measurements

Semester Credits: 3 **Weeks:** 8
This doctoral course in tests and measurements provides the student conceptual as well as practical guidelines in test and scale construction. This course will expose the students to concepts and theories including: the nature of psychological constructs and concepts, measurements and measurement error, item construction and analysis, Classical Test Theory, and the different approaches to establishing instrument reliability and validity. Students will have the opportunity to apply the skills and concepts to a construct relevant to their own research interests.

PSY-7107 - Statistics II

Semester Credits: 3 **Weeks:** 12
This course is an intermediate examination of statistical analyses commonly used for research in behavioral and health sciences. It prepares the doctoral student with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic) basic ANOVA and advanced ANOVA techniques.

PSY-7108 - Qualitative Research Design

Semester Credits: 3 **Weeks:** 12
In this course, students will examine the five major qualitative inquiry traditions : narrative research, phenomenology, grounded theory, ethnography, and case study research. Students will gain the critical knowledge of the use of qualitative research methods in psychology and the skills necessary to carry out this kind of research. The course will focus on the steps involved in completing a qualitative research design in preparation for doctoral-level work in qualitative research methods.

PSY-7110 - Introduction to Quantitative and Qualitative Methods

Semester Credits: 3 **Weeks:** 12
This course will provide a foundation for knowledge of quantitative and qualitative research methods used in the social sciences, including psychology. Knowledge of research methods is essential both for successful completion of the dissertation and for being a skilled consumer and creator of scholarly knowledge in your field. Topics explored will include the purposes of the two basic research methods (quantitative and qualitative), the nature of multiple research designs within each method, analytic strategies used within each method, factors in quality research within each method, and ethical issues in research methods. Scholarly writing and appropriate use of the scholarly literature will also be reinforced through all topics. This course is intended to provide a broad understanding of research methods to support deeper exploration and application using more refined resources in future courses.

PSY-7111 - Advanced Qualitative and Quantitative Analysis and Design

Semester Credits: 3 **Weeks:** 12
The purpose of this course is to acquire deeper knowledge of the quantitative and qualitative designs. The focus is on active learning to develop applied research skills that will help you in design development, data collection, and data analysis reporting phases. During the course, you will also examine how your research reflections and analysis are grounded in the empirical literature.

PSY-7112 - Research Design Planning

Semester Credits: 3 **Weeks:** 12
This course focuses on how to conduct effective literature searches, specifically in preparation for the dissertation, develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and critically review and write about underlying theoretical frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an extensive search of the peer-reviewed empirical and theoretical literature in their topic area and identify potential areas of inquiry for their dissertation.

PSY-7113 - Recruitment, Selection, and Training

Semester Credits: 3 **Weeks:** 8
This course provides a focus on Personnel Psychology topics including recruitment, personnel selection, performance, and training. Specifically, you will review the fundamentals of job analysis and measurement which serve as the foundation of many

human resource management systems. In addition, you will explore recruitment, personnel selection, and placement as well as the legal ramifications of these critical staffing decisions. Job performance models will be examined and you will apply criterion theory to understand performance measurement. Key concepts, tools and research related to career development and training will also be addressed in this course.

PSY-7116 - Tests and Measurements in Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course will introduce the student to psychological test construction, administration and interpretation as well as current research in the area. Commonly used tests to assess cognition and personality will be studied.

PSY-7117 - Advanced Statistics in IO Psychology

Semester Credits: 3 **Weeks:** 8
This course involves an examination of univariate, bivariate and multivariate statistical analyses commonly used for research in Industrial/Organizational Psychology. It will prepare you with the skills required to plan, conduct (using SPSS), report, and interpret advanced quantitative statistical analyses. Specific analyses include: correlation, regression (simple, multiple, polynomial, and logistic), analysis of variance (ANOVA) and covariance (ANCOVA), multivariate analysis of variance (MANOVA) and covariance (MANCOVA), discriminant analysis, factor analysis, linear modeling, and structural equation modeling.

PSY-7118 - Internship in I/O Psychology

Semester Credits: 3 **Weeks:** 12
This course provides you an opportunity to complete their doctoral degree by participating in an internship in Industrial/Organizational Psychology. Internship experiences are designed to guide you through specific standards-aligned experiences which will result in competency development that is demonstrated through application in practice. During the internship experience, you will meet regularly with an assigned University professor as well as an approved internship site supervisor to discuss the student's experiences applying I/O Psychology in an organizational setting. Weekly assignments include submission of required evaluations and preparation for a theoretically grounded signature assignment summarizing the internship experience.

PSY-7120 - Overview of the Psychological Concepts

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the multifaceted world of psychology, the scientific study of mind and behavior. This course will serve as a leveling course for those coming into our psychology programs without the needed background in psychology, or who have earned degrees in psychology many years ago. Through reading, research, and interaction with fellow students and faculty, you will be provided with opportunities to experience various psychology concepts and theories. You will also examine professional ethics.

PSY-7121 - Socio-Contextual Psychology of Gender

Semester Credits: 3 **Weeks:** 8
In this doctoral-level course, you will critically engage in materials designed to explore the diverse processes in which gender concepts are constructed using biological, psychological, and social lenses. You will explore gender, including transgender, cisgender, gender queer, gender non-binary, and gender-fluid. Along with exploring the many forms of gender, you will identify how gender can be experienced as performative rather than as an essential quality. Additionally, you will discuss implications for research and professional practice.

PSY-7122 - Family Processes and Social Context

Semester Credits: 3 **Weeks:** 8
The specific focus of the course is on the processes and dynamics of interaction within family relationships as they relate to concepts of gender identity, sexual orientation, and the intersection of larger social discourses. In this course, you will examine diverse family units (e.g., LGBTQ families, open-relationships), roles, rules, and conflict resolution in families, and an exploration of socio-contextual factors.

PSY-7123 - Key Theories and Concepts in Sexuality and Gender Studies

Semester Credits: 3 **Weeks:** 8
In this course you will explore the intellectual and social movements (such as Marxism, post-structuralism, critical race studies, queer studies, indigenous studies, and postcolonial and transnational studies) that have influenced the development of theories and concepts in gender studies as they relate to research and practice in psychology. You will engage critically in deepening understanding of how theories and epistemology influence the constraints and possibilities in the psychology of gender and sexuality. This is meant to be a theory introduction course to set the stage for the remaining courses in this specialization and engage your thinking in how these theories influence research, teaching, and advocacy.

PSY-7124 - Sexuality and Sexual Fluidity

Semester Credits: 3 **Weeks:** 8
This course will involve an exploration of human sexuality through a socio-contextual lens regarding the psychological and political influences on sexual identity development, sex, and sexuality. The focus of the course will be upon research and advocacy in relation to issues often arising from oppressive cultural discourses of sex and sexuality. You will address topics including sex, sexual orientations, sexual behaviors, intersexuality, and interpersonal challenges from family and the culture. Using a social-constructionist frame, this class will acknowledge and deconstruct discourses that give rise to the oppressive effects of intolerance, homophobia, sexism, and assumptions of hetero-normativity.

PSY-7125 - LGBTQ Identity and Relationship Development through the Life Cycle

Semester Credits: 3 **Weeks:** 8
In this course you will build on the ideas of developmental psychology to further explore how developmental tasks (e.g., LGBTQ identity development, coming out, dating, love, relationships, marriage, parenting, career, aging) unfold and are affected by the developmental stages throughout lifespan and in the context of societal and institutionalized heteronormativity and homo/bi/trans-phobia. Additionally, the intersection of moral and religious/spiritual development will be explored in relation to LGBTQ lifespan development.

PSY-7126 - Special Topics: Research, Policy, & Advocacy from a Global Perspective

Semester Credits: 3 **Weeks:** 8
This course will look at the intersection of social, relational, and political dynamics that impact the policies related to LGBTQ individual and family lives from a global perspective. This will include the ways that organizational policies (e.g., APA) and laws across countries impact the psychology profession, research, practices and advocacy. Policies to be covered include adoption/surrogacy, second-parent rights, marriage, medical transitioning, homelessness/drug policy, divorce/relationship dissolution, HIV, researcher and advocacy bias, social media.

PSY-8100 - Theories of Personality

Semester Credits: 3 **Weeks:** 12
This course reviews the various theoretical perspectives that have attempted to define and assess personality. Students will trace modern psychology's efforts to explain differences in individual personalities as well as identify universal characteristics. Finally, students will analyze and compare various concepts regarding personality and assess their application in understanding why people act in the manner that they do.

PSY-8107 - Program Evaluation and Monitoring in Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course focuses on the fundamentals of evaluating and monitoring human services programs. The purpose of this course is to familiarize you with the theory of program evaluation so you can conduct quantitative, qualitative, and mixed methods program evaluations. You will further develop your abilities to collaborate with stakeholders in developing evaluation plans that ensure evaluation processes meet the needs of multiple stakeholders. You will consider the various ethical implications of program evaluation and will identify ethical considerations in implementing an evaluation plan and reporting results.

PSY-8109 - Cognitive and Personality Assessment

Semester Credits: 3 **Weeks:** 8
This doctoral-level course presents an overview of the assessment of personality and cognition throughout the lifespan. The course will provide a conceptual base for psychological assessment, define cognition and personality according to current research, review commonly used assessment measures, and discuss the interpretation of findings. DSM-V is used for disorder classifications. Considerations of diversity in assessment practices and ethical issues are highlighted. This course serves as a foundation for further study for individuals planning to assess personality and cognitive functioning.

PSY-8118 - Grant Writing in Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course will provide an overview of grant writing for dissertation and post-doctoral research on psychology-related topics. Basic grant writing skills such as researching, reading and responding to a Research Funding Proposal (RFP); as well as, developing the grant proposal inclusive of writing the rationale, purpose, problem statement, letters of support, budget and/or plan of work will be discussed. Assignments and projects will be available to engage and strengthen doctoral learners grant writing skills.

PSY-8130 - Multicultural Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course is designed to increase awareness of multicultural issues in psychology, including some issues of social diversity, with a focus on theoretical models, research, and techniques and interventions for working with culturally diverse populations in various settings from therapy to the workplace.

PSY-8135 - Psychology of Violence

Semester Credits: 3 **Weeks:** 8
Incidences of violence range from interpersonal violence including domestic violence/spousal abuse to workplace violence to worldwide terrorism. In this course, you will acquire a better understanding of psychopathology of violence by examining violent behaviors in the context of the DSM 5. You will explore the field of victimology by reviewing current research regarding violence and learn prevention and treatment strategies to use in both professional and personal settings. In addition, you will examine violence and its effect on various populations and analyze the impact of media violence on children.

PSY-8137 - Biopsychology

Semester Credits: 3 **Weeks:** 8
This course takes a biopsychological perspective on key issues in behavior and mental health such as sex and gender, obesity, substance addiction, knowledge, cognition, and learning. The latest research and ethical issues in neuropsychology, such as neurogenesis, degeneration, regeneration, and the relation of adverse childhood events on brain structure and functioning will also be explored.

PSY-8138 - Cognition, Emotion, and Motivation

Semester Credits: 3 **Weeks:** 8
This doctoral-level course examines the critical concepts of emotion, motivation, and cognition. Topics to be explored include biological, cognitive, cultural, and social influences on emotional development and behavior. The importance of motivation on emotion will be reviewed. The relationship between emotion and cognition will be evaluated as will the concept of emotional intelligence. Emotions and their impact on mental health also will be discussed.

PSY-8139 - Positive Psychology

Semester Credits: 3 **Weeks:** 8
This course examines the historical and theoretical perspectives of positive psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on subjective well-being, positive emotions, strengths, resilience, post-traumatic growth, grit, and growth mindset. You will explore how positive psychology is being implemented in the home, workplace, education, and in clinical settings. You will evaluate the challenges faced by the positive psychology field and the potential evolution of this branch of psychology.

PSY-8140 - Community Psychology

Semester Credits: 3 **Weeks:** 8
This course focuses on the theories, research findings, and applications of community psychology. Relationships between environmental conditions and culture and the development of the health and well-being of all members of a community are also examined. Students will examine key concepts, principles, and values of community psychology. The theoretical frameworks in peer-reviewed research will be examined, assessed, and synthesized.

PSY-8141 - Human Communication- Interviewing Skills

Semester Credits: 3 **Weeks:** 8
Students in this course will learn, practice, and develop core communication skills that are essential to interviewing in the helping professions. As this is a practice-oriented course, students who plan to use interviewing techniques in their current or future professions will gain experience in essential communication skills such as listening to clients, clarifying concerns, and facilitating appropriate actions. Those students will benefit most from this course who are either currently in a helping profession capacity where interviewing is applied, or who are able to practice their skills as interns or in other settings.

PSY-8144 - Group Therapy

Semester Credits: 3 **Weeks:** 8
Group work, including group counseling, group therapy, and other type of change-oriented groups, involves special dynamics and processes and requires specific leader behaviors and characteristics. In this course, the student will examine, apply, and analyze these factors of group work. Videotapes of group therapy sessions conducted by expert and beginning therapists will form a basis for learning.

PSY-8145 - Child and Adolescent Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will explore child and adolescent psychology including both normative development and psychopathology. Through reading, research, and interaction with fellow students and faculty, you will be provided with opportunities to experience concepts and theories of both healthy and unhealthy cognitive, emotional, and social development from childhood into adolescence. Prevention, intervention, and recovery from unhealthy experiences will be addressed. Professional ethics will also be examined.

PSY-8146 - Theories of Psychotherapy and Counseling

Semester Credits: 3 **Weeks:** 8
In this course, you will gain an understanding of the different theoretical approaches to counseling and psychotherapy, along with an understanding of how these psychological theories developed and unfolded historically throughout time. Additionally, you will consider some of the newer models and methods of practice, along with the concept of the scholar-practitioner model. After completing this class, you will be able to analyze and consider the different models of treatment, and make the best selection given the unique client needs. Throughout the course, you will apply and reflect on your learning, and begin to develop your own integral and personalized approach to treatment.

PSY-8147 - Psychopharmacology

Semester Credits: 3 **Weeks:** 12
This doctoral-level course presents an overview of psychopharmacology, alternative therapies, and principles that focus on helping to identify those individuals who can benefit from the use of pharmacologic intervention, as well as useful methods of evaluating treatment efficacy. Research on neurophysiology, and biologic actions and side effects of psychopharmacological and alternative agents will be reviewed. DSM-5 is used for disorder classifications throughout this course. This course may serve as a foundation for further study for individuals planning to prescribe or consult, within their scope of practice, as a non-physician mental health professional.

PSY-8148 - Adult Psychopathology

Semester Credits: 3 **Weeks:** 8
This course addresses the way psychopathology is conceptualized as well as how adult psychopathology is diagnosed. You will make critical appraisal of current diagnostic systems and consider the cultural and social contexts of psychopathology and its clinical application.

PSY-8150 - Human Sexuality

Semester Credits: 3 **Weeks:** 8
You will be introduced to the history of sex and sexuality through the ages, including modern women, gay rights, and queer movements as well as sexual health. You will address key theories of gender, sex, and sexuality. You will also learn about sexual and reproductive attitudes, values, and behavior using developmental, social, and cultural lenses.

PSY-8151 - Lifespan Dynamics

Semester Credits: 3 **Weeks:** 8
The specific focus of the course is on the processes and dynamics of interaction within human relationships, particularly from a life course perspective. You will examine how these dynamics change over time and with special attention given to aging and long-term care in the field of psychology. You will also explore the stages of family life and diverse family types, as well as information about various family structures and roles. You will study conceptualizations of effective functioning in couples and families and address various factors that impact couple and family systems. In addition, you will learn about existing assessments, detection strategies, and interventions pertaining to partner and spousal abuse.

PSY-8152 - Co-occurring Substance Related and Addictive Disorders and other Mental Conditions

Semester Credits: 3 **Weeks:** 8
In this course you will acquire essential knowledge for effective integration of treatment services and ancillary support to individuals with co-occurring substance-related and other addictive disorders and other mental conditions. Specific focus will be placed on leadership responsibility in accurate assessment, treatment planning, and follow up services. Attention will be placed on developing a balanced treatment approach to adequately address the unique needs of the individuals receiving services.

PSY-8153 - Family Systems Approaches for Substance-Related and Addictive Disorders

Semester Credits: 3 **Weeks:** 8
This course connects the issues of substance-related and addictive disorders with family systems dynamics. You will use foundational knowledge regarding substance-related and addictive disorders to understand addictive behaviors. You will also learn about family systems, including family roles, rules, and patterns. Understanding the connection of family relationships and generational patterns of addiction is key to facilitating successful recovery. You will review major theoretical frameworks for successful intervention with family systems as well as with individual who demonstrates addictive behaviors.

PSY-8154 - Substance Related and Addictive Disorder Assessment and Treatment Planning

Semester Credits: 3 **Weeks:** 8
This course provides an overview of substance-related and addictive disorder assessment and treatment planning. One overarching goal of the course is to give you exposure to various screening and assessment measures used in the process of assessment of substance-related and addictive disorders. A second overarching goal is to develop skills related to treatment planning for substance-related and addictive disorders including clinical interview, knowledge of addictive processes, diagnosis, and treatment planning. Finally, you will use the results of the assessment measures to inform diagnostic considerations and decision making around treatment goals and interventions.

PSY-8155 - Group Counseling in the Treatment of Substance Use Disorder

Semester Credits: 3 **Weeks:** 8
In this course you will evaluate strategies for developing groups for substance abuse and explore how to assess goodness of fit and readiness for group therapy. While therapeutic substance abuse groups will be explored most directly in the course, you will also explore other approaches to substance abuse treatment such as support groups and alcoholics anonymous among other approaches. Additionally, you will compare different theoretical approaches to care. A discussion of client needs across settings such as inpatient and outpatient rehabilitation centers will be covered, as well as an examination of managed care and possible barriers to treatment. You will also have an opportunity to discuss factors related to long-term success and relapse prevention.

PSY-8156 - Research in Substance-Related and Addictive Disorders

Semester Credits: 3 **Weeks:** 8
This course provides an overview of research and theory in the field of substance-related and addictive disorders. You will examine theories of disorder development, maintenance, treatment and relapse. You will learn about research methods for studying disorders and treatment efficacy across diverse populations You will select appropriate research designs to address specific issues related to substance abuse and addiction. Considerations for incorporating research into treatment will be explored. You will also examine potential ethical issues that can arise in research and how to address them.

PSY-8157 - Clinical Survey in Substance-Related and Addictive Disorders

Semester Credits: 3 **Weeks:** 8
In this course you will explore substance-related and addictive disorders from theoretical, socio-cultural, biological, and legal/ethical perspectives. Topics covered include: classification and pharmacological properties of major abused substances, recognizing signs and symptoms of substance abuse and addiction, physiological and psychological processes of use and dependence, theoretical explanations of use and abuse, prevention of substance abuse, treatment approaches to substance abuse and addictive disorders, and the impact of substance abuse and addictive disorders on individuals, families and society.

PSY-8306 - Health Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course examines psychological influences on physical health and well-being. Key topics to be explored

include health behavior change, diversity in healthcare, social support, chronic illness management, illness prevention, and wellness. The role of health psychologists will be discussed, including how they contribute to healthcare policy.

PSY-8307 - Psychosocial Factors in Health

Semester Credits: 3 **Weeks:** 8
The body-mind connection is a well-researched topic in the field of medicine and psychology. This course will help the student become aware of the body of research surrounding the impact of behavior, personality, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethnocultural factors influence health-related behaviors.

PSY-8308 - Behavioral Nutrition

Semester Credits: 3 **Weeks:** 8
Behavioral nutrition investigates the relationship between healthy diet and behavior. In this course, you will learn about what constitutes good nutrition, malnutrition, and under-nutrition. The physiological impact of nutrition will be examined. Psychosocial factors influencing nutrition and behavior will be reviewed.

PSY-8309 - Eating Disorders and Obesity

Semester Credits: 3 **Weeks:** 8
This course surveys topics related to eating disorders and obesity, including etiology, assessment, diagnosis, treatment, and prevention. Specific focus is given to the dispositional, social, and cultural factors associated with the development and maintenance of disordered eating patterns. Implications for psychological and physical health are examined.

PSY-8310 - Complementary and Alternative Medicine

Semester Credits: 3 **Weeks:** 8

This course takes an evaluative look at complementary and alternative medicine (CAM) from a health psychology perspective. Evidence-based practice in the application of CAM methods to managing physical health needs will be explored. Strategies and techniques leading to successful treatment outcomes will be assessed. Usage of CAM methods for diverse populations including children, older adults, ethnic groups and other minority populations will be examined.
Image description: Complementary and Alternative Medicine can take many forms. This image depicts an open journal with flowers, a lemon, and various spices and herbs. Certain herbs and spices have medicinal properties and have been used over the years to treat various ailments. Some will also keep a journal to notate treatment plans and which treatments did or did not work. This information is helpful for working with your doctor and others on your care team.

PSY-8311 - Consultation and Interventions in Health Care Settings

Semester Credits: 3 **Weeks:** 8
Consulting in health settings requires an array of personal skills, knowledge, information, and techniques. In this course, the student learns practical skills for consulting. The student also becomes familiar with typical programs offered by consultants in healthcare settings.

PSY-8312 - Concepts of Trauma and Resiliency

Semester Credits: 3 **Weeks:** 8
In this course you will explore the individual and systemic predictors, types, and impacts of trauma across various personal, family, and community settings and disasters types. You will also examine the cumulative effects of trauma and theoretical approaches to supporting resiliency in individual, family, and community contexts. You will also explore methods to assess resiliency at various levels.

PSY-8313 - Trauma across the Developmental Continuum

Semester Credits: 3 **Weeks:** 8
In this course students will learn how to identify and assess the effects of trauma on the emotional, cognitive, neurological, and physical human systems, as well as the possible short- and long-term effects of trauma across the lifespan (infancy, child, adolescent, adult). In addition, students will examine how diverse cultural backgrounds influence trauma response across the lifespan. You will review pertinent theory, research and evidence-based practices.

PSY-8314 - Disaster Response and Trauma Responsive Practices

Semester Credits: 3 **Weeks:** 8
In this course you will examine crisis and disaster and the impacts they have on individuals, families and communities. You will explore how a crisis can lead to a catastrophic event or result in trauma. Pre-crisis, crisis and disaster response and management will be explained. Trauma responsive theories and evidence-based practices will be explored. You will also review the symptoms and impacts of compassion fatigue, secondary trauma and vicarious trauma. You will be able to mitigate and respond to natural and human-made crises and disasters via recognition of pre-crises and disaster signs.

PSY-8315 - Community Trauma and Resilience

Semester Credits: 3 **Weeks:** 8
In this course you will examine how trauma may manifest at the community level, where symptoms may appear in the physical, economic, social, and cultural environments and subsequently become barriers to solutions that promote health, safety and well-being. Different evidence-based approaches to building trauma-informed, resilient communities will be explored, and post-traumatic growth will be examined. You will also explore theory and current research in the area of community trauma and resilience.

PSY-8316 - Diversity in Trauma and Disaster Response

Semester Credits: 3 **Weeks:** 8
In this course, you will examine how constructs of culture, ethnicity, gender, and sexual orientation influence the experience and effects of trauma from a multitude of contexts including natural disasters. In addition, you will explore the role of historic and intergenerational trauma as a means to develop cultural competency when responding to trauma. Finally, special populations such as refugees, children of war, and survivors of torture will be examined relative to specific variables that impact trauma or disaster response.

PSY-8317 - Research Ethics in Trauma and Disaster Response

Semester Credits: 3 **Weeks:** 8
This course provides an overview of ethical issues that may arise when working with disaster and trauma survivors. You will learn about ethical principles, such as APA and emergency responders' codes of conduct, and theoretical decision-making frameworks used to make sound ethical decisions in difficult situations. You will also examine potential ethical issues that can arise when conducting research and choosing appropriate evidence-based therapeutic interventions for trauma and disaster survivors.

PSY-8335 - Psychology of Aging

Semester Credits: 3 **Weeks:** 8
In this doctor-level course you will explore 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). Theory and current research will be examined.

PSY-8336 - Mental Health and Aging

Semester Credits: 3 **Weeks:** 8
In this course you will review the psychology of aging and related mental health considerations, areas often misunderstood by older adults, family, caregivers, and medical professionals. Common mental health issues such as depression, addiction, and anxiety faced by older adults will be addressed. Neurological changes, including Mild Cognitive Impairment (MCI) and dementia spectrum disorders, will be examined. Symptoms, assessment and treatment options for mental health issues in this population are complicated by the presence by the physical problems and associated medications and treatment. Other topics to discuss include risk factors for non-medication compliance, neglect, and abuse of older adults in residential homes, loneliness, and cross-cultural differences in coping strategies and social support.

PSY-8337 - Aging, Families, and Elder Care

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the gamut of helping services known as elder care. These services include basic assistance with activities of daily living (ADLs), rehabilitation care, aging in place, familial caregiving, long-term care and hospice. This course focuses on the concepts, theories and strategies related to the care of older adults. Common concerns related to elder care needs will be discussed including the emotional strains families and older adults may face. A key component of the course will be identification of caregiver strategies, including support groups, respite care and other community resources.

PSY-8338 - Multicultural Perspectives of Aging

Semester Credits: 3 **Weeks:** 8
In this course, you will examine multicultural influences on the aging process on individuals. Topics to be covered include attitudes toward aging and well-being, social support, elder care, and end of life issues. Gender and cultural differences in aging experiences will be discussed. Concerns related to special populations also will be addressed.

PSY-8339 - Psychological Practice in Gerontology

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the psychologist's role in assisting older adults and their families to address psychological, emotional, and other challenges during later life. Topics to be covered include an overview of psychological assessment and evaluation as applied to older adults as well as therapeutic techniques and interventions related to older adults on individual, group and family levels. Ethical considerations in geropsychology practice also will be discussed. Areas of practice such as clinical settings, government and nonprofit agencies, and long term care facilities will also be reviewed.

PSY-8340 - Death and Dying

Semester Credits: 3 **Weeks:** 8
In this course, students will consider the psychological aspects of death and dying in modern society. Students will also explore attitudes toward death and theories related to the stages of death and dying, along with coping strategies for dealing with impending death, the aftermath of suicide, and end of life decisions. This course will also address assisted dying, grief, and survivor's guilt.

PSY-8341 - Positive Aging

Semester Credits: 3 **Weeks:** 8
In this doctoral-level course, you will focus on healthy aging practices and interventions, and explore aging as a stage in lifespan development with unique opportunities for growth and fulfillment. You will explore the practical application of research, research ethics, and the role of diversity in evidence-based interventions for older adults. In this course, you will consider issues

related to advocacy, accessibility, and fostering healthy aging in culturally-sensitive approaches. You will discover how to recognize and foster the interrelated psychological, spiritual, social, and physical aspects of healthy aging.

PSY-8406 - Multivariate Statistical Analysis

Semester Credits: 3 **Weeks:** 12
The central theme of this course is the general linear statistical model and its derivative methods including multivariate analysis of variance (MANOVA), MANCOVA, factor analysis, discriminant analysis, cluster analysis, linear modeling, path analysis and structural equation modeling. The course covers theoretical, computational, and interpretive issues of multivariate exploratory and inferential statistical procedures.

PSY-8407 - Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
The course provides an overview of Industrial/Organizational Psychology (I/O), which involves application of the specific method to investigate issues of critical relevance to individuals, business, and society. Key concepts, tools, and research related to I/O psychology will be addressed in this course. Specifically, you will review the historical foundation of the field as well as explore topics of significance to industrial psychology (e.g., personnel selection, training and development, performance) and organizational psychology (e.g., employee motivation and attitudes, leadership, organizational development, and psychological health and well-being).

PSY-8408 - Leadership and Management

Semester Credits: 3 **Weeks:** 8
In this course, you will gain an appreciation of leadership and how it differs from management. You will approach these topics through a review of literature. Self-assessment on key leadership scales will help you to understand your own profile as leaders, as well as gain additional insight in the characteristics of leaders.

PSY-8409 - Work Motivation and Attitudes

Semester Credits: 3 **Weeks:** 8
This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. You will explore the methods used to measure job attitudes and motivation. You will also examine strategies for increasing motivation and improving job attitudes. In addition, important issues such as generational diversity, affectivity, occupational stress, and organizational withdrawal will be addressed.

PSY-8410 - Organizational Development

Semester Credits: 3 **Weeks:** 8
In this course you receive an overview of theory, research and practice related to the implementation and management of change in organizations. The role of culture, climate and leadership in planned organizational change is explored.

PSY-8412 - Organizational Training and Development

Semester Credits: 3 **Weeks:** 8
This course provides an in-depth look at how organizations train and develop employees. You will explore how training content is developed and how content relates to organizational strategy. You will also examine the importance of needs assessment, the effectiveness of training evaluation, and appropriate instructional methods. Fundamental psychological theories impacting organizational training and development are highlighted.

PSY-8413 - Consulting in Business, Education, and Health

Semester Credits: 3 **Weeks:** 8
This course provides an overview of how psychologists may provide their expertise to assist individuals, agencies, corporations and other types of organizations dealing with problems involving human behavior in the workplace. In this course you will learn how to develop the personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness

Semester Credits: 3 **Weeks:** 8
Students seeking a PhD in Psychology with specialization in Social Policy and Behavioral Health Administration are required to take this course. This course covers ethics and cultural diversity as it relates to mental health and wellness. The history of ethics as well as how ethics relates to legal standards are addressed. Cultural diversity, sensitivity, and competence are also covered.

PSY-8507 - Comparative Analysis of Evidence-based Interventions

Semester Credits: 3 **Weeks:** 8
Students seeking a PhD in Psychology with a specialization in Social Policy and Mental Health Administration are required to take this course. In this course, you will analyze various evidence-based practices used by behavioral health practitioners in the treatment of mental illness and behavioral challenges. Methods of therapeutic accountability, clinical feedback, and outcome monitoring which can be used across all therapeutic approaches will be examined. You will analyze and evaluate treatment approaches in regards to moral, empirical, and political criteria. You will also evaluate considerations for best practice and appraise and select appropriate instruments for behavioral health evaluation.

PSY-8508 - Internship in Social Policy and Mental Health Administration

Semester Credits: 3 **Weeks:** 8
Students seeking a PhD in Psychology with a specialization in Social Policy and Mental Health Administration may opt to complete their degree by taking an internship as an elective. During the internship experience, you will meet weekly with your assigned University professor as well as your internship site supervisor to discuss your experiences. Weekly experiences include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to align with social policy and/or mental health administration, which result in growth in competencies demonstrated through application in practice.

PSY-8509 - Behavioral Health Services Policy

Semester Credits: 3 **Weeks:** 8
In this course you will explore the historical and current treatment of those who suffer from mental and substance use disorders as well as the various treatment settings. This course will review the role of social stigma of mental illness and substance use disorders, and take a deeper examination of how the health care system is experienced by individuals who are historically underrepresented including persons of color, person who identify as LGBTQIA+, and those who are economically disadvantaged. Finally, this course will provide an overview of how local and federal policies regarding mental and behavioral health play a critical role in healthcare financing and the accessibility of appropriate quality treatment services.

PSY-8511 - Behavioral Health Administration and Management

Semester Credits: 3 **Weeks:** 8
Effective development, integration, and maintenance of a mental health organization are necessary in today's market in order to have sustainability. Beginning with problem analysis you will transform an idea into a feasible program plan. How an organization adapts to change will also be discussed. In this course you will be asked to analyze strategic management factors

such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.

PSY-8604 - Addiction Treatment and Special Populations

Semester Credits: 3 **Weeks:** 12
This course examines the diverse intervention approaches that have been used effectively in special populations, including women, the elderly, veterans, LGBT, and ethnic minorities. Focus will be placed on phases of the therapeutic process from intake/assessment to treatment planning and implementation. The heterogeneity of and within the special populations and the need to ensure appropriate care is provided to this individuals will be emphasized.

PSY-8605 - Evidence-Based Practice in Addictions and Rehabilitation

Semester Credits: 3 **Weeks:** 12
This course provides an overview of evidence-based practices essential to effective treatment, rehabilitation and sustained recovery for substance use disorders. Emphasized are models of addiction (including biological, psychological, and sociological perspectives); diagnostic criteria and its relevance to treatment; patient placement criteria; and modes and models of addiction treatment. Included is an exploration of clinical trials leading to the use of empirical evidence in treatment modalities and recognition of the significance of maintaining fidelity in the implementation of evidence-based practices. Other considerations include the assessment and treatment of co-occurring disorders, family involvement, multicultural factors and the importance of individualizing care as a means toward relapse prevention and sustained recovery.

PSY-8606 - Clinical Supervision

Semester Credits: 3 **Weeks:** 8
This course provides an overview of topics essential to becoming an effective clinical supervisor of addiction counselors. Emphasis is placed on the acquisition of tools and skills necessary to mentor counselors in the development of skills through a positive mentoring relationship. Other topics include the significance of the supervisory relationship, the understanding of models and methods of supervision, as well as relevant issues such as cultural diversity, counselor assessment and ethical responsibilities.

Public Administration

PUB-5000 - Introduction to Public Administration

Semester Credits: 3 **Weeks:** 8
Administrators in government and non-profits must be conversant with concepts drawn from political, social, and managerial spheres to succeed in complex public organizations. In this course, you will be introduced to the history, philosophy, and theories of the discipline and practice of public administration. You will be exposed to strategic and practical issues at federal, state, and local levels, exploring intergovernmental structures and their impacts on public operations. The challenges of stakeholder participation, ethics, diverse communities, inclusive decision-making, resource constraints, technology trends, societal disruption, and opportunities for the future will be examined.

PUB-5002 - Government and the Public Interest

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the challenges of public administration within a complex environment of competing interests. You will explore the ways that external groups influence decision making related to social issues. The course offers you the opportunity to explore legislative advocacy and lobbying, and to understand how interest groups and external stakeholders influence public policy.

PUB-5004 - Public Sector Human Resources Management

Semester Credits: 3 **Weeks:** 8
Public sector organizations are guided by somewhat different expectations and laws regarding employee engagement and performance. This course will prepare you to assess the legal impact of human resource policies and law on employee performance management by exploring human resource management tools and approaches within the context of public organizations and government, the historical context of public personnel administration, and employment law standards and requirements unique to public sector organizations.

PUB-5005 - Public Budgeting and Finance

Semester Credits: 3 **Weeks:** 8
Administrators in government and non-profit organizations employ tools of budgets and finance, such as fiscal policy, strategic budgeting, resource allocation, and evaluation, to meet the needs of the public and constituents.
This course provides students with opportunities to understand the ways that public funds are collected, administered, and managed in public organizations. Course topics clarify the intergovernmental structure and the impact on budgeting. Course materials and assignments highlight the challenges of transparency and trust, stakeholder participation in the budget process, inclusive access to decision-making, economic forecasting, allocation of limited resources, and opportunities for reform.

PUB-5007 - Quality Management in Public Administration

Semester Credits: 3 **Weeks:** 8
Quality management provides governmental structures with foundational measures and approaches for better public service delivery. In this course, you are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. You will explore a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, you will define a vision of quality improvement and ensure those efforts are appropriate and stay on track.

PUB-5009 - Public Program Evaluation

Semester Credits: 3 **Weeks:** 8
Program evaluation is the art and science of developing justifiable answers to a variety of questions dealing with beneficiaries and goals. Evaluators work with program staff and stakeholders to clarify a program's operational theory and goals, develop information to help tailor an intervention to a specific audience, document a program's specific activities, reach, and outcomes, and develop information about the impact of a program on a specific topic. Course assignments will provide students with hands-on experience with specific research skills and tools required for effective program evaluation. Individual written assignments will build on each other over the course, culminating in a final presentation documenting students' evaluation plans for a real-world project.

PUB-5012 - Public Policy Process

Semester Credits: 3 **Weeks:** 8
The policy process is the manner by which public policy is formed, implemented, executed, and evaluated. It is a cyclical, never-ending process with multiple steps and evaluation points. During this course, you will learn the stages of the policy process, beginning with problem identification and agenda setting, and work through the process to the evaluation and sunsetting of public policies and programs.

PUB-5018 - Survey of Research Methods

Semester Credits: 3 **Weeks:** 8
This course prepares you with the skills for applied research in public agencies and nonprofit organizations. You will be

introduced to quantitative and qualitative research methods commonly employed in public administration including survey methods, case study research, descriptive research, and inferential data analysis.

PUB-5020 - Organizational Behavior and Theory

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how organizational change and culture influence public organizations, groups within these organizations, and the individuals that comprise these groups. Within this context, you will consider how laws and regulations impact organizational behavior and the role of the environment on organizational relationships.

PUB-6010 - Capstone Seminar

Semester Credits: 3 **Weeks:** 8
This course provides a structure for you to engage in a capstone experience where you apply knowledge from your coursework to a contemporary issue in public administration or non-profit organizations. During this capstone, you will create a written product that demonstrates the professional knowledge you have developed throughout the program. Your product may be used to secure or enhance your professional employment in public administration fields.

PUB-7000 - Public Administration

Semester Credits: 3 **Weeks:** 8
In this course, you will explain issues and challenges in managing resources in public organizations while analyzing concepts and theories that are relevant to the practice of public organizations, including government agencies and non-profit or non-governmental organizations. You will also explore the values that guide the practice of public administration. Finally, you will assess the challenges of ethical conduct and behavior as a public administrator working in a dynamic and changing environment.

PUB-7002 - Administrative Law

Semester Credits: 3 **Weeks:** 8
The framers deliberately structured a constitutional republic to constrain the potential abuse of power through federalism and checks and balances. The growth of agencies and administrative law stress these notions of the limited role of government. In this course, students develop practical knowledge about administrative agencies and laws that govern their behavior, examine administrative law in the context of accountability to prevent governmental abuse of power, and apply critical thinking in a variety of case studies.

PUB-7005 - Public Budgeting and Finance

Semester Credits: 3 **Weeks:** 8
Prerequisites: Fundamental requirement in General Management

Budgets and financial resources are integral components of management decisions, especially within governmental entities. This course will examine budget formulation, implementation, and execution systems, including governmental financial statements, the use of modern financial management technology, and analysis and recommendation for improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.

PUB-7008 - Principles of Organization and Management

Semester Credits: 3 **Weeks:** 8
The management of public sector organizations presents unique challenges to public administrators due to the nature of work

done in the public good. In this course, you will learn to navigate the unique attributes of public organizations and the people who work within them. You will critique the principles and techniques of management and organizational behavior, assess the challenges of supervising public employees, and learn the levels of organizational planning in public organizations.

PUB-7017 - Public Personnel Administration

Semester Credits: 3 **Weeks:** 8
People who choose to work for the public good are often motivated by different incentives than employees in private organizations. There are specific challenges you will learn to navigate throughout this course including the assessment of external environmental changes related to politics and policy that influence public personnel administration. Additionally, you will learn to evaluate the legal and policy framework associated with public personnel management and to critique the practices and trends unique to public sector personnel administration. Finally, you will learn the various management strategies that enhance human capital in the public sector.

PUB-7019 - Public Policy Administration

Semester Credits: 3 **Weeks:** 8
The practice of public administration operates as part of the administration-policy dichotomy. In this course, you will develop the skills needed to explain models of public policy analysis and assess how different participants and stakeholders in the policy process impact decision-making. You will also explore and learn to evaluate how court decisions shape public policy. Finally, you will examine how the media influences public policy decisions that inform the work of public administrators.

PUB-7020 - Public Management Theory

Semester Credits: 3 **Weeks:** 8
The management of public sector organizations introduces unique challenges to leaders. In this course, you will learn to categorize management concepts and theories as they relate to public organizations and assess the applications of theory that contribute to efficiency improvements in public organizations. You will learn to develop management models designed to address public sector issues. Finally, you will formulate positions on public policy that represent rational and independent thinking in order to contribute to the success of public agencies and nonprofit organizations.

PUB-7021 - Strategic Management in the Public Sector

Semester Credits: 3 **Weeks:** 8
Success in the public sector requires deliberation and planning in order to support leadership roles and stewards of the public trust. In this course, you will learn and apply those skills that will help you devise plans that strengthen operations in public sector organizations. You will also learn to apply strategic management techniques and skills to public organization operations that are guided by applied and theoretical knowledge. Finally, you will incorporate strategic planning as an integral component of performance development for government and other public organizations.

PUB-7022 - Executive Leadership in Public Administration

Semester Credits: 3 **Weeks:** 8
In this course you will gain executive, high-level skill in differentiating leadership from management in government and other public organizations. You will explore the theories and strategies related to leadership in the public sector and develop methods for creating a vison for public sector organizations that contributes to mission-fulfillment.

Reading Education

RDG-5000 - Theoretical and Research Foundations of Language and Literacy

Semester Credits: 3 **Weeks:** 8
In this course, students will study the theoretical and research foundation of language and literacy. Students will explore current research concerning language and literacy and how that research can guide current literacy instruction and educational practice. Students will use research to inform others and promote continuous professional development.

RDG-5001 - Essential Elements of Elementary Reading and Writing Instruction

Semester Credits: 3 **Weeks:** 8
In this course, students will study the essential elements of elementary (K-8) reading and writing instruction. Students will explore evidence-based best practices in phonological awareness, phonics, fluency, vocabulary, and comprehension. Students will learn how comprehensive literacy lessons that include reading, writing, and oral language processes can improve literacy learning. Finally, students will use these best practices in literacy instruction to develop a comprehensive lesson that addresses individual student needs and keeps students motivated and engaged.

RDG-5002 - The English Language: Etymology, Elements, and Implications for Instruction

Semester Credits: 3 **Weeks:** 8
Students will receive an overview of the influences of history, geography, and culture on the development of the English language as well as information on its grammar, including phonology, morphology, syntax, phonetics, semantics, and pragmatics. There will be an examination of best practices in phonics instruction that support cognitive, cultural and linguistic differences in readers and writers.

RDG-5003 - Vocabulary Instruction and Development for PK12

Semester Credits: 3 **Weeks:** 8
Students will explore the research and theories that describe the process of vocabulary acquisition, vocabulary development through the use of strategies and skills in K-12 classroom, and the assessment of vocabulary. After understanding, analyzing, and synthesizing information about vocabulary acquisition and development, students will select a topic to research and produce a research proposal. Concurrently, students will increase their skills in using the Internet to locate relevant resources, explore technology tools that can enrich vocabulary instruction and conduct research using the online library. Critical thinking will be required throughout the course as students will be encouraged to think beyond what is presented and available each week as they consider how knowledge is communicated through vocabulary and how that knowledge can be taught and measured.

RDG-5004 - Reading Comprehension Instruction and Development: Skills and Strategies for PK12

Semester Credits: 3 **Weeks:** 8
In this course, you will gain an understanding of multiple strategies used in reading comprehension. Levels of meaning in text and textual structures in narrative and expository writing will be studied. There will be an exploration of critical-thinking skills and behaviors as well as strategies for effective studying. Finally, there will be an exploration of the wide range of resources for children's and adolescent literature, including recently published fiction and nonfiction, as well as electronic texts and non-print materials.

RDG-5005 - Assessment of Reading and Writing Proficiency for PK12

Semester Credits: 3 **Weeks:** 8
In this course, students will learn to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Formative and summative reading and writing assessment instruments will be explored in terms of their purposes, strengths, and limitations. Current information on state as well as national movements to standardize or individualize assessments will be researched. Means of communication of assessment results to students, parents, caregivers, colleagues, and administrators will be explored.

Remote Teaching

RT-5000 - Remote Learning for K-12 Students

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to essential teaching and learning concepts for K-12 educators in remote learning environments. You will examine differences between the characteristics of face-to-face, hybrid, and remote learning contexts, explore and evaluate various educational technologies for use in the remote classroom, and develop instruction suitable for remote environments. You also will propose equitable solutions to overcome the challenges of remote learning for diverse student populations.

RT-5100 - Teaching and Learning Remotely with Limited Online Access

Semester Credits: 3 **Weeks:** 8
In this course, you will explore K-12 education when the teachers, staff, and/or students have limited online access. You will examine factors that contribute to this limited online access. You will also consider how existing standards for classroom-based and online education can be interpreted for remote teaching and learning with limited online access. As you consider how to transform instructional activities for remote learning with limited online access, you will also consider approaches to authentic assessment in remote circumstances. Finally, you will examine approaches to integrate social emotional learning and evaluate the principles of diversity, equity, and inclusion in remote education.

School Safety, Security, and Emergency Management

SEM-5100 - Fundamentals of School Safety, Security, & Emergency Management

Semester Credits: 3 **Weeks:** 8
In this first course, you will examine within a whole community approach the relationships among safety, security, and emergency management within K-12 schools across diverse settings. You will analyze plans from the perspectives of both certified and classified personnel after examining the related criteria and processes. You will also consider the overall importance of a positive school culture as you explore the role of social justice and related themes within the safety, security, and emergency management of K-12 schools across diverse settings.

SEM-5200 - School Safety and Security Technologies

Semester Credits: 3 **Weeks:** 8
This course offers a unique opportunity to explore different technologies available for enhancing the safety, security, and emergency management of K-12 schools in diverse settings. You will inventory existing technologies, document their purpose and utility, and prioritize the needs of specific K-12 schools based on their unique characteristics within diverse settings. You will then examine the costs of purchasing and maintaining typical technologies based on the priorities. Throughout the course, you will consider the reciprocal influences of diversity, equity, inclusion, and social justice with school safety, security, and emergency management.

SEM-5300 - Threat Assessment Fundamentals

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the fundamental concepts related to threat assessment in K-12 schools. Your exploration will include types of threats, functions of threat assessments, and the processes involved in conducting threat assessments. As you explore the roles of stakeholders in the conduct, analysis, and interpretation of threat assessments, you will consider the most effective dispositions of those individuals to contribute to the effort, including the use of threat assessments as decision-making

tools. You will consider legal, regulatory, and ethical boundaries and examine your work through the lens of educational equity and social justice.

SEM-5400 - School Safety Plans for Practitioners

Semester Credits: 3 **Weeks:** 8
This course offers a practitioner's perspective on the content and structure of safety plans for K-12 schools in a variety of contexts. You will consider the responsibilities and effective dispositions of individuals who might serve on school safety teams, including opportunities to collaborate with other local stakeholders of school safety and emergency management. You will examine legal, regulatory, and local guidance as well as the integration of diversity, equity, inclusion, and social justice. Finally, you will explore the relationship between school safety plans and trauma-informed educational practices.

SEM-5500 - Restorative Justice and Other Alternatives to Student Discipline

Semester Credits: 3 **Weeks:** 8
This course offers a distinct opportunity to investigate restorative justice paradigms available for enhancing the safety, security, and emergency management of K-12 schools. You will discover ways in which restorative justice practices can prevent safety and security issues by promoting positive values and relationships. You will examine alternatives to student discipline such as PBIS, SEL, and trauma-informed classrooms and how they enrich safe school objectives as well as keeping students in schools. You will also investigate social justice in education and the school to prison pipeline. Throughout the course, you will consider the reciprocal influences of restorative justice paradigms and social justice with school safety, security, and emergency management.

SEM-5600 - Capstone for School Safety, Security, and Emergency Management

Semester Credits: 3 **Weeks:** 8
This course is the capstone of your specialization or certificate in school safety, security, and emergency management. You will use the foundational principles and approaches you have learned to create a capstone project. In that project, you will analyze responses to incidents, review threat assessments and safety plans, recommend relevant technology, justify the use of restorative practices, and critique restorative justice plans for students. Throughout the course and in your capstone project, you will apply the principles of diversity, equity, inclusion, and social justice.

SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment

Semester Credits: 3 **Weeks:** 8

In this course, you will learn about risk analysis through the lens of threat and hazard identification and risk assessment. You will examine the relationships among assessment, planning, and training, as well as prepare risk-benefit analyses, focused on safety, security, and emergency management in K-12 schools across diverse settings. Further, you will evaluate physical risks and review the ways in which diverse settings impact the realization of threats, all the while exploring how diversity, equity, inclusion, and social justice relate to evolving threats. Finally, you will critique all-hazards emergency operations plans that consider diversity, equity, inclusion, and social justice in K-12 schools across diverse settings.

SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management

Semester Credits: 3 **Weeks:** 8

This course offers a unique opportunity to explore how communicating, collaborating, and planning of school safety, security, and emergency management come together and operate. To do so, you will determine ways in which Incident Command Systems

can be modified for use in K-12 schools and relate Incident Command Systems to communication during crisis incidents. You will also examine ways in which administrators collaborate and communicate with community partners and first responders to help prepare for and manage crisis events in K-12 schools and explain the importance of school-community cooperation in the recovery of whole community crisis events. Critical to this course is explaining ways in which diversity, equity, inclusion, and social justice impact communication during crisis incidents in K-12 schools. Finally, you will construct Incident Command Systems while championing diversity, equity, inclusion, and social justice in K-12 schools across diverse settings.

SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management

Semester Credits: 3 **Weeks:** 8

This course allows for a deep dive into the leadership paradigms in school safety, security, and emergency management. As you develop leadership support strategies for staff and students before, during, and after a crisis incident and advocate for team approaches in planning for prevention-mitigation, preparedness, response, and recovery of crisis incidents in K-12 schools, you will also assess current legal and political issues in K-12 school safety, security, and emergency management. Further, you will evaluate leadership responses to ethical issues in school safety, security, and emergency management and create risk assessment plans for evaluating physical risks within K-12 schools. Finally, you will determine school emergency manager responsibilities in the planning of systems to prevent and mitigate crisis incidents at K-12 schools across diverse settings.

SEM-7400 - Violence Prevention and Response

Semester Credits: 3 **Weeks:** 8

This course offers a practitioner's perspective on violence prevention and response. You will examine violent acts and the impetus behind them in K-12 schools, evaluate responses to violence in K-12 schools, and synthesize behavioral assessment plans that evaluate behavioral risks in K-12 schools across diverse settings. Additionally, you will explore restorative justice systems for preventing violence in K-12 schools. You will justify the need for trauma-informed educational practices and social-emotional learning and their application in preventing violence in K-12 schools. Finally, you will create violence response plans that consider diversity, equity, inclusion, and social justice in K-12 schools across diverse settings.

SEM-7500 - All-Hazards Response and Recovery

Semester Credits: 3 **Weeks:** 8
This course focuses on the response to, and recovery from, school safety, security, or emergency management events. You will assess the roles of administrators before, during, and after crisis incidents and evaluate school family reunification plans in K-12 schools across diverse settings. You will also compose continuity of operations and physical recovery plans for K-12 schools following crisis incidents, and recommend ways in which school administrators should consider diversity, equity, inclusion, and social justice in K-12 schools when facilitating the preparation of emergency operations plans. Finally, you will design and develop academic recovery and psychological recovery plans in K-12 schools across diverse settings.

SEM-7600 - Capstone: Developing Strategies and Policies to Further Safety, Security, and Emergency Management Practices

Semester Credits: 3 **Weeks:** 8

This course is the capstone of your specialization or certificate in school safety, security, and emergency management. You will use the foundational principles and approaches you have learned to create a capstone project. In that project, you will review crisis response policies and critique crisis recovery policies for K-12 schools across diverse settings. You will also justify the use of threat and hazard identification and risk assessment (THIRA) prior to developing K-12 school emergency operations plans and

create crisis communication and collaboration strategies for K-12 schools across diverse settings. Finally, you will advocate for safety and security prevention strategies and recommend strategies for considering diversity, equity, inclusion, and social justice in K-12 schools when facilitating the preparation of emergency operations plans.

Special Education

SE-5001 - Assessment in Special Education

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate the processes involved in identifying students who may need special education services. You will examine formal and informal assessments used to determine student needs and eligibility for services, including applying assessment data to the development of Individual Education Plans (IEPs) and/or Section 504 plans when necessary. Your work will be guided by regulations and policies of relevant federal, state, and local education authorities.

SE-5002 - Instructing Students with Specific Learning Disabilities

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on instructing students with specific learning disabilities. Based on the common educational and behavioral needs of students with specific learning disabilities, you will examine relevant accommodations, modifications, and differentiation of instruction as well as monitoring student progress. The context of this course includes both inclusive and separated educational settings.

SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders

Semester Credits: 3 **Weeks:** 8
This course will focus on instructing students with emotional and/or behavioral disorders. Major emphasis will be placed on: 1) the assessment and identification of emotional and/or behavioral disorders among at-risk students, 2) individual education plan (IEP) development and progress monitoring for students with emotional and/or behavioral disorders, 3) understanding the learning needs of students with emotional and/or behavioral disorders, 4) applying strategies to address students' emotional and/or behavioral disorders, and 5) providing effective instructional practices for students with emotional and/or behavioral disorders in both inclusive and special education classrooms.

SE-5004 - Instructing Students with Intellectual Disabilities

Semester Credits: 3 **Weeks:** 8
This course will focus on instructing students with intellectual disabilities. Major emphasis will be placed on: 1) assessing and identifying intellectual disabilities among at-risk students, 2) developing Individual Education Plan (IEP) for students and monitoring the progress of students with intellectual disabilities, 3) understanding the educational and behavioral needs of students with intellectual disabilities, and 4) providing effective instructional practices for students with intellectual disabilities in both inclusive and special education classrooms, and in the community.

SE-5005 - Special Education Law

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on the basics of the law and legal issues facing special educators and administrators. Topics include: The Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, discipline, appropriate educational decisions, procedural due process, and privacy issues

SE-5006 - Teaching Strategies in Special Education

Semester Credits: 3 **Weeks:** 8
In this course, students will work with teaching strategies that are useful in assisting students with mild disabilities. The latest information on Response to Intervention (RtI) is covered, with information on practical applications to promote success in the classroom. Participants will develop an understanding of how to monitor individualized education programs and select instructional strategies to improve student performance. Analyzing, selecting, and adapting strategies for students with special needs will be addressed. The ability to differentiate instruction utilizing current methods of embedded and explicit strategy instruction will also be explored.

SE-5010 - Introduction to Students with Disabilities

Semester Credits: 3 **Weeks:** 8
In this course, you will explore key concepts at an introductory level related to students with disabilities. These concepts include historical, contemporary, and legal issues related to the field of special education. You will investigate various disabilities that affect students and explore research and collaborative practices for supporting those students.

SE-7100 - Advanced Topics in Special Education

Semester Credits: 3 **Weeks:** 8
This is the first course in your specialization or certificate in special education. The focus of this course is beyond individual students and classrooms; rather, this course explores special education at the programmatic level, such as an entire school or district. Another focus of the course includes educational equity, social justice, inclusion, and ethical nuances within the context of special education programs. You will also consider teacher retention and the implications of high and low-incidence disabilities on special education program planning and implementation. Throughout the course, you will cultivate communications skills, particularly around conflict management and collaboration.

SE-7200 - Analyzing Data and Monitoring Student Progress

Semester Credits: 3 **Weeks:** 8
This course will support your understanding of collecting, analyzing, interpreting, and using individual and aggregated student data for the purposes of monitoring student progress and improving special education programs. You will consider historical perspectives, different techniques, and coding systems for students who use a behavior plan. Throughout the course, you will prioritize considerations for equity, fairness, and bias in the collection, analysis, interpretation, and use of student data.

SE-7300 - Leadership, Law, and Finance in Special Education

Semester Credits: 3 **Weeks:** 8
The areas of finance, law, and leadership are deep topics in special education. This course will touch on each of these topics at a higher level. You will explore the various funding models for special education programs and services. This exploration will include the legal considerations related to special education programs with specific references to service delivery models. Related examinations include specific leadership scenarios and reporting obligations. Throughout the course, you will consider the role of leadership in cultivating culturally responsive relationships with all stakeholders to ensure equity and fairness.

SE-7400 - Implementing Programs for Students with Intellectual and Learning Disabilities

Semester Credits: 3 **Weeks:** 8
This course focuses on implementation of special education programs at school and district levels for students with intellectual and specific learning disabilities (SLDs). You will investigate necessary supports, service delivery models, and quality assurance approaches. You will synthesize research for evidence-based practices, including strategies for promoting equity, inclusion, and social justice. While some of the concepts in this course apply to other categories of disability, this course uses the lens of intellectual and specific learning disabilities.

SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders

Semester Credits: 3 **Weeks:** 8
This course focuses on implementation of special education programs at school and district levels for students with emotional and behavioral disorders. You will investigate necessary supports, service delivery models, and quality assurance approaches. You will synthesize research for evidence-based practices, including strategies for promoting equity, inclusion, and social justice. While some of the concepts in this course apply to other categories of disability, this course uses the lens of emotional and behavioral disorders.

SE-7600 - Advanced Capstone in Special Education

Semester Credits: 3 **Weeks:** 8
In this final course of the special education specialization, you will synthesize your work across all courses into a capstone project of your own design. This project will integrate theory and practice within a specific topic of your choosing related to special education programs at the school or district levels. As you prepare your project, you will evaluate the impacts of current trends, technologies, and issues of bias, fairness, and social justice within special education programs. Your capstone project will reflect not only your knowledge and skills related to the course learning outcomes, but also your overall preparation to influence special education programs at the school or district levels.

Social Emotional Learning

SEL-5100 - Fundamentals of Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
You will explore the concepts and benefits of social emotional learning (SEL), particularly around their relevance to equity, diversity, and inclusion. Throughout this exploration, you will examine established competencies and models for SEL and compare those with standards in your area. You will also consider broadly what data you might need to support SEL program implementation and subsequent assessment of individual students and the program as a whole.

SEL-5200 - Instructional Strategies for Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
In this course, you will examine instructional strategies across different curricula and models for social emotional learning (SEL). Part of your examination will include consideration for the principles of equity, diversity, and inclusion as well as curricular adaptation and student accommodation. You will identify data needs that support SEL implementation and assessment of proficiency on SEL-related competencies at the individual student and classroom cohort levels.

SEL-5300 - Emotionally Intelligent Classroom Management and Discipline

Semester Credits: 3 **Weeks:** 8
This course begins with a review of emotional intelligence and its role in social emotional learning (SEL). You will then investigate how you can apply SEL competencies to the organization and management of the classroom, including discipline. You will examine how to collect and use data that may reflect the extent to which the implementation of SEL supports equity, diversity, and inclusion in classroom organization, management, and discipline.

SEL-5400 - From Classrooms to Caregivers and Communities

Semester Credits: 3 **Weeks:** 8
What happens in the classroom influences and is influenced by students' experiences outside of the classroom. In this course, you will explore those relationships among the classroom, students' caregivers, and the communities in which they reside. These

caregivers and communities include intermediary spaces such as extracurricular and co-curricular activities and after-school programs. You will examine strategies for involving caregivers and the broader community in social emotional learning (SEL) initiatives, including how existing models and curricula address SEL outside of the classroom. As part of your examination, you will consider sensitivities related to data collection and distribution to diverse audiences.

SEL-5500 - Coaching Colleagues in Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
The purpose of this course is to support your development of coaching skills related to social emotional learning. You will examine the cycle of coaching and relevant models of coaching for social emotional development. Given that the focus is on coaching other adults, you will explore social emotional learning in adulthood and strategies that enhance the continued growth. You will also have the opportunity to practice skills related to observing others, documenting your observations, and using data within coaching relationships.

SEL-5600 - Action Research for SEL Practice

Semester Credits: 3 **Weeks:** 8
In this final course of the social emotional learning (SEL) specialization, you will learn about action research generally as well as action research specific to practices associated with social emotional learning and development throughout the lifespan. While you will not conduct an action research project during this course, you will examine the components of an action research project and plan an action research project that you might conduct in the future.

SEL-7100 - Foundations of Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
Your examination of the fundamentals of social emotional learning (SEL) will begin with theoretical support for the foundational concepts and how existing models and curricula reflect those theories, including the principles of equity, diversity, and inclusion. You will also explore essential questions around the relevance of SEL to all stages of human growth and development and the role of SEL within or external to the core curriculum. You will identify general data needs suggested by these essential questions.

SEL-7200 - Implementing SEL in the Modern Classroom

Semester Credits: 3 **Weeks:** 8
This course offers the opportunity for you to examine what social emotional learning (SEL) looks like in the modern classroom. Your examination will include ways to collaborate within professional learning communities around specific models and curricula, classroom organization and management, discipline, and technology that support SEL within and beyond the classroom. Throughout the course, you will consider what data are needed for implementation and student assessment and how those data can be collected, analyzed, and applied at multiple levels of aggregation.

SEL-7300 - Integrating SEL into School Culture and Climate

Semester Credits: 3 **Weeks:** 8
Social emotional learning (SEL) is for everyone, including adults, and should be more than an isolated activity that happens within individual classrooms. A true SEL learning environment permeates the entire school, including its culture and climate, and reflects the principles of equity, diversity, and inclusion. In this course, you will explore the distinctions between culture and climate and the role that SEL plays in each. You will investigate your potential roles in integrating established SEL into school culture and climate and consider what data you need to assess SEL in the culture and climate.

SEL-7400 - Incorporating SEL with Policy Development and Implementation

Semester Credits: 3 **Weeks:** 8
In this course, you will examine strategies to integrate social emotional learning (SEL) in the processes of policy development and implementation in addition to the policies themselves. Such policies and processes could exist at multiple levels, including school, local education agency, region, state, or nation. As you examine alignment with established models for SEL, you will also investigate how policies, their development, and their implementation benefit from the application of data analyses and reflect the principles of equity, diversity, and inclusion.

SEL-7500 - Involving Caregivers and Communities

Semester Credits: 3 **Weeks:** 8
Opportunities for social emotional learning (SEL) exist throughout the human lifespan. While other courses have considered the roles of caregivers and communities, this course focuses on these roles and how SEL initiatives should reflect the principles of equity, diversity, and inclusion across environments. You will examine available models and specific strategies for extending SEL beyond the classroom, explore community benefits from SEL, and consider partnerships that could support SEL efforts. You will also investigate the types of data you would need to assess SEL initiatives beyond the classroom.

SEL-7600 - Comprehensive Planning for SEL Initiatives

Semester Credits: 3 **Weeks:** 8
This course supports your efforts to propose or support social emotional learning (SEL) initiatives. You will synthesize your work in the previous courses for the purpose of planning, implementing, and assessing social emotional learning at the school level or beyond. In this course, you will develop comprehensive proposals and plans for implementing and assessing SEL initiatives based on needs analyses, organizational climate and culture, and other relevant factors. By the end of the course, you will be ready to propose new SEL initiatives or revise existing SEL initiatives.

Social Work

MSW-5000 - Introduction to Social Work

Semester Credits: 3 **Weeks:** 8
This course presents an introduction to the practice of contemporary social work. You will review concepts and theories to better understand populations at risk and to enhance awareness of personal values. You also will examine the individual, familial and community context of social work. Finally, you will evaluate professionalism, ethics, communication, and key skills in social work practice.

MSW-5001 - Human Behavior and the Social Environment

Semester Credits: 3 **Weeks:** 8
In this course you will explore concepts of diversity, cultural humility, human rights, and justice. You will explore social work practices with diverse populations and assess multisystemic advocacy approaches to social and environmental justice. You also will examine multidisciplinary frameworks of social work to gain a better understanding of human behavior in social environments. You will apply specific theories relevant to diverse client systems and human development.

MSW-5002 - Professional Practice with Individuals and Families

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the social worker-client relationship development with both individuals and families. You will investigate client assessment techniques and principles of professional client relationship building. Evidence-based practice and service delivery will be explored. Elements of justice from the social work perspective as they apply to individuals and families also will be reviewed.

MSW-6003 - Professional Practice with Organizations and Communities

Semester Credits: 3 **Weeks:** 8
In this course students will focus on the social work with organizations and communities. Students will assess the impact of diversity on these constituents and the social work roles at the mezzo level in organizations and communities. Students will evaluate usage of evidence-based practices service delivery in organizations and communities. Students will examine how economic policies impact social welfare and by extension, the types of services needed. Students will also review emerging forms of technology used for service delivery.

MSW-6004 - Social Work in Behavioral Health

Semester Credits: 3 **Weeks:** 8
This course will introduce social work in behavioral health practice. Students will be introduced to laws and regulations that define mental health services and scope of practice. Students will be introduced to evidence-based practices and service delivery models used in behavioral health. Students will also explore intervention plans and strategies social workers use in behavioral health. Knowledge and skill development for multi-systems practice in mental health settings will be explored. Students will examine conceptual frameworks for practice at the micro, mezzo and macro levels.

MSW-6005 - Ethics and Diversity in Social Work

Semester Credits: 3 **Weeks:** 8
Models of ethical decision making in social work will be discussed in this course. Students will assess the need for ethics in working with diverse populations and constituents, as well as analyze governmental policy that guides social work practice with diverse clients. Students also will examine the ethics of social workers as advocates to ensure justice for constituents.

MSW-6006 - Leadership in Social Work Practice

Semester Credits: 3 **Weeks:** 8
In this course, students will assess leadership skills and characteristics for an effective social work practice in diverse environments. Students will analyze theories and research related to effective leadership. Performance difficulties in organizations will be explored to assess effective leadership responses. Students will also assess the impact of social work values and ethics in the practice of leadership. Finally, students will critique licensure and regulation that affects social work practice in their jurisdiction.

MSW-6007 - Research Methods in Social Work

Semester Credits: 3 **Weeks:** 8
The focus of this course is on the fundamentals of quantitative and qualitative approaches to social work research. Students will gain an understanding of the strengths and limitations of each approach and how these methods apply to social work research. This course also provides students with a foundation in research ethics, and skills, in conducting literature reviews and scholarly writing. Students will also conduct a critical analysis of existing research on diverse and oppressed populations.

MSW-6008 - Social Work in Interdisciplinary Settings

Semester Credits: 3 **Weeks:** 8
This course introduces students to the process and practice of social work engagement and collaboration with other professionals as a team to deliver services to diverse populations. Students will explore communications styles that comprise interdisciplinary therapeutic interventions. Practice interventions supported by research for integrated care settings will also be examined.

MSW-6009 - Generalist Practicum l

Semester Credits: 3 **Weeks:** 12
In this course you will receive social work practice training through supervised experiential learning in a social work/social services agency setting. You will incorporate social work values and ethics including social justice and cultural competency. Emphasis is placed on the application of the generalist intervention model with individuals, families, groups, and communities. You will demonstrate social work competencies, theoretical integration, ethics, and personal and professional development.

MSW-6010 - Generalist Practicum II

Semester Credits: 3 **Weeks:** 12
In this course you will continue your social work practice training through supervised experiential learning in a social work/social services agency setting. You will incorporate social work values and ethics including social justice and cultural humility. Emphasis is placed on the application of the generalist intervention model with individuals, families, groups, and communities. You will demonstrate social work competencies, theoretical integration, ethics, and personal and professional development.

MSW-6101 - Advanced Social Work with Children and Families

Semester Credits: 3 **Weeks:** 8
In this course, students will apply evidence-based practice in addressing client problems to gain an understanding of their personal and professional values as a social worker engaged with clients who have complex needs. Students will be exposed to unique ethical considerations regarding practice interventions with both individuals and families. The application of regulations and standards in working with diverse populations will also be assessed. Students will critique the effectiveness of specific practices and explore the adjustment of interventions based on client needs. Students will also explore various family types and dynamics, cultural factors, and other factors influencing family interaction within the family system, with organizations, and the community. Students will also integrate DSM-5 guidelines.

MSW-6102 - Advanced Social Work Practice with Marginalized Populations

Semester Credits: 3 **Weeks:** 8
In this course, students will examine what is meant by marginalized populations such as those experiencing homelessness, victims of natural disasters, veterans, and those with severe and persistent mental illness. Students will learn how discrimination and oppression impacts the lives of marginal populations. Students will also gain an understanding of the needs and services of diverse populations and the problems they face in accessing social services. Additionally, students will work to advocate for oppressed populations for social, political, legal, and economic justice. Students will explore the role of research, to include the minority stress model, in understanding the needs of marginalized and oppressed populations and in increasing opportunities for oppressed populations to improve resilience and access additional options.

MSW-6103 - Advanced Social Work in Medical Practice

Semester Credits: 3 **Weeks:** 8
In this course, students will examine current and emerging health behavior theory, research, practice, and interventions specific to various health related settings used by diverse populations. Students will explore theories of behavior change, including resilience orientation, to assist the student's continuous professional growth. Students will also gain insight into the ethics of social worker facilitation of transitions and endings in medical care. Students will develop knowledge of community resources to assist with social work consultation, advocacy, referral and networking on behalf of clients to include working with DSM-5 guidelines.

MSW-6104 - Advanced Social Work Practice in Mental Health

Semester Credits: 3 **Weeks:** 8
In this course students will examine DSM-5 inclusion with facets of mental health intervention needs for individuals with severe

and persistent mental illness from a social work perspective. Of particular focus for students in this course will be distinguishing between evidence-based practice, best practices, and areas with emerging research knowledge. Students will also examine strategies that evaluate and monitor client progress and treatment outcomes as well as the recovery paradigm for individuals with severe and persistent mental illness. Students will also critically analyze the impact of health/mental health policies on populations-at-risk.

MSW-6105 - Forensic Clinical Social Work Practice

Semester Credits: 3 **Weeks:** 8
In this course, students will examine the core clinical skills in forensic social work practice. Students will explore contemporary and complex social problems, including health and justice disparities. Common populations and issues regarding forensic social work, including children and families, adults, and older adults as well as theories integral to forensic social work practice will be evaluated. Students will also explore the diverse roles and careers in forensic social work, along with the collaborative relationships that forensic social workers engage in with physicians, nurses, psychiatrists, legal professionals, law enforcement, and correctional officers.

MSW-6106 - Advanced Leadership Skills for Clinical Practice

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the skills needed to cultivate leadership and professional behavior and work effectively with multi/interdisciplinary teams. Students will examine the delivery of supervision, leadership development, strategic planning, and transitioning from clinician to a leadership position. The role of leader at the organizational level will also be evaluated, including legislative advocacy and a review of jurisdictional regulations and requirements related to licensure and practice. Students will examine the expectations of administrative leadership for the daily operation of social work service delivery systems, including the functions of management, team-work, decision-making, use of authority, program planning, and staffing.

MSW-6901 - Advanced Practicum I

Semester Credits: 3 **Weeks:** 12
Advanced Practicum consists of two courses with a focus on experiential learning, offered within a community social service agency, or practice, and supervised by approved community practitioners. In this course, students will apply practice skills with families, groups, and individuals in their social contexts. The emphasis for this first advanced practicum is on developing professional roles and relationships, engaging in interactions with clients, and applying multi-systems assessment and interventions.

MSW-6902 - Advanced Practicum II

Semester Credits: 3 **Weeks:** 12
In this second advanced practicum course, students will implement practice skills to differentially assess the strengths and capacities of interacting with individuals, families, groups, organizations, and communities. Application of social work ethics in professional practice will be utilized. Students will also practice interventions and models of evidence-based therapies to evaluate and problem-solve client issues from a generalist practice perspective.

MSW-6903 - Capstone

Semester Credits: 3 **Weeks:** 8
The capstone course is designed to provide students with the opportunity to consolidate what has been learned in the social work program and effectively apply concepts to real-world social work practice. Students will collaborate with their field placement to identify a project in which they will evaluate a selected aspect of the organization or agency work. Students will also evaluate their ability to integrate social work knowledge, values, and practice skills in their professional role as a social worker. The

capstone is a course at the end of the MSW process that provides students the opportunity to demonstrate key social work competencies at an advanced level with the potential to engage in research-informed practice which may lead to publications.

Sports Management

SM-5000 - Leadership and Administration of Athletic Programs

Semester Credits: 3 **Weeks:** 8
You will explore the methods, principles, and decision-making responsibilities of a university athletic administrator. Through readings and independent activities, you will have the opportunity to equip yourself with skills in leadership and management related to regulatory compliance, budgeting, scholarships, fundraising, and relationships with the broader university. You will apply these skills by taking on the role of an athletic director and tackling some of the problems involved in the development and supervision of intercollegiate athletic programs.

SM-5002 - Legal Aspects in Athletics

Semester Credits: 3 **Weeks:** 8
Students will develop the knowledge, skills, and awareness of the law and how legal precedence relates to interscholastic sport settings. Students will discuss, explore, analyze, and create solutions to specific dilemmas found in athletics at the high school level. An emphasis will be placed on current events and practical applications.

SM-5006 - Sports Governance and Policy Development

Semester Credits: 3 **Weeks:** 8
Students will learn the governance and policy development of interscholastic athletic programs. The roles of the National Federation of State High School Associations (NFHS), National Interscholastic Athletic Administrators Association (NIAAA), the state athletic/activity associations, and federal/state guidelines will be examined. Local board of education governance and the structure of local athletic programs will be reviewed. The course will also address sample athletic program philosophies and departmental organizational structure and procedures.

SM-5010 - Marketing in Athletics

Semester Credits: 3 **Weeks:** 8
In this course, students will learn how the dynamics of marketing and consumer behavior apply to sports organizations. Beginning with an overview of basic marketing theories and concepts, students will gain insight into the ethics of sport marketing, fundraising, and sponsorship while analyzing leagues, teams, and events. Students will apply this insight by developing a marketing plan for an athletic program.

SM-5012 - Issues in Athletic Administration

Semester Credits: 3 **Weeks:** 8
In this course, students will learn the role of contemporary issues in athletic administration and how these issues affect those who desire to become professionals within interscholastic athletic administration. This course provides a basic overview of sociology and sports, including an analysis of sports' impact on society, society's impact on sports, and the governance of sports programs.

SM-7100 - Development of Human Resource Strategies in Intercollegiate Athletics

Semester Credits: 3 **Weeks:** 8
Students are presented with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff, and personnel of an intercollegiate athletic department. Students develop a working knowledge of human resource

policy and procedure in complex organizations and how this may affect the employees that they supervise. Topics addressed include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.

SM-7103 - Intercollegiate Sport Governance

Semester Credits: 3 **Weeks:** 8
Students will gain the knowledge of governance and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.

SM-7106 - Legal Aspects of Equity in Intercollegiate Athletics

Semester Credits: 3 **Weeks:** 8
In this course, students will study Title IX's structure and requirements applied to intramural, recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments involving the growth of Title IX to
maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. Students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as they are known today.

SM-7109 - Sport Compliance

Semester Credits: 3 **Weeks:** 8
Students will study rules and regulations associated with intercollegiate athletics at the NCAA I, II, and III level, NAIA, and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: strategies used by institutions across the country to maintain institutional control, the differences and similarities of the 5 different groups (NCAA I, II, III, NAIA, and NJCAA), and the groups which govern NCAA legislation.

SM-7112 - Advising the Student Athlete

Semester Credits: 3 **Weeks:** 8
Students explore the role and function of the academic advisors in the lives of students-athletes. Students will examine existing student-athlete retention programs in college and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal of this course will be to find academic services and counseling programs to help students that are in need, reach their greatest potential.

SM-7115 - Facility Management and Programming

Semester Credits: 3 **Weeks:** 8
Students will explore the principles, responsibilities, and issues involved with the management of athletic facilities. Activities include personnel and risk management, merchandising, quality assurance, and issues affecting the community. Additional components include environmental issues, and factors in operating facilities and sporting events.

SM-7118 - Financial Administration of Sports Facilities and Programs

Semester Credits: 3 **Weeks:** 8
In this course, students are presented with basic financial principles and concepts in interscholastic athletic programs. Course activities include marketing, revenue management, documentation and technological practices, and strategies for long-range planning. Course mastery is demonstrated by developing a fundraising plan as a sports administrator.

Sport Psychology

PSY-6904 - Foundations of Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will study theoretical foundations and empirical research of psychological factors related to performance and participation in athletic settings. You will learn about the physical, affective, and cognitive behaviors associated with sport participation and will also examine the psychological theories and research related to sport performance. You will be introduced to performance enhancement techniques and strategies. You will also learn about injury in sports, team dynamics, youth sport and athletic coaching. The topics covered in this course are designed to increase your understanding of the psychological makeup of athletes and how psychological factors influence involvement and performance in sport.

PSY-6905 - Professional Ethics in Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to different ethical principles, decision-making models and ethical guidelines, and professional issues for the field of Sport Psychology. You will review the guidelines presented by AASP and other professional organizations. You will explore common ethical challenges and situations that arise when working in the field and critically analyze research articles that are pertinent to ethical issues in Sport Psychology. You will explore Sport Psychology as a professional identity.

PSY-6906 - Research Methods in Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course you will gain an overview of various qualitative and quantitative research methods, learn about basic concepts in descriptive and inferential statistics, parametric and non-parametric statistical tests, and be exposed to different types of experimental research methodologies. You will learn about tests and measurements. You will develop critical-thinking skills and an understanding of the methodological tools necessary for functioning as an applied sport psychology consultant.

PSY-6907 - Kinesiology

Semester Credits: 3 **Weeks:** 8
This course will introduce you to each of the major biophysical sub-disciplines of kinesiology—anatomy, biomechanics, exercise physiology, and motor control. You will gain insight into the integrated study of human movement and learn how to apply this knowledge to human performance and physical activity across the lifespan.

PSY-6908 - Psychopathology in Sport

Semester Credits: 3 **Weeks:** 8
In this course, you will be familiarized with the major classifications of psychopathology and their impact upon individual performance. You will be introduced to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Emphasis will be placed on assessing for mental health conditions that require referrals to appropriate treating professionals. The course will focus on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders. You will become familiar with counseling strategies in psychology.

PSY-6909 - Applied Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be exposed to a variety of performance enhancement techniques used in sport psychology to help athletes.

You will gain competence in performance enhancement skills and techniques for use in working with athletes in a variety of diverse settings while also developing the foundation for your own personal consulting style. You will explore the process of becoming an applied practitioner in the field and begin creating a binder of performance enhancement activities to be used in your fieldwork experience and in professional practice.

PSY-6910 - Counseling Skills for Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be provided with a fundamental overview of the helping relationship provided within the context of applied sport psychology. You will gain a broad understanding of the philosophic bases of helping processes: counseling theories and their application, basic and advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

PSY-6911 - Psychological Foundations of Human Behavior

Semester Credits: 3 **Weeks:** 8
In this course you will be exposed to an overview of the neuropsychological, cognitive, social and affective bases of behavior in sport psychology. You will also examine the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology and psychopharmacology. You will be familiarized with theories of personality, individual difference, and human lifespan development. You will then be required to integrate theoretical knowledge with practical strategies and interventions appropriate for athletes reflect on how to integrate concepts of positive psychology and factors that enhance meaning and well-being.

PSY-6912 - Diversity, Culture and Society

Semester Credits: 3 **Weeks:** 8
In this course, you will be given an overview of historical and current topics relevant to the understanding of diversity and culture in sport. You will be exposed to various sociological theories and how diversity issues have impacted the development of sport. You will gain an understanding of the complex nature of gender, ethnicity, socioeconomic status, sexual orientation, race, age, and disability as it relates to current sport practices. You will also be exposed to culturally-competent counseling and consulting strategies for facilitating acceptance of diversity within individual and team sports. You will learn to challenge the idea of sport as an innocent leisure pursuit, to consider its social, cultural, political and economic significance, and its rise to significance, in contemporary society.

PSY-6913 - Team Building and Group Dynamics

Semester Credits: 3 **Weeks:** 8
In this course you will learn how to facilitate team building, through interactive experiences, in an effective way. You will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. You will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. You will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

PSY-6914 - Psychology of Athletic Injury

Semester Credits: 3 **Weeks:** 8
In this course your will learn how to work with an injured athlete as part of an integrated approach to sport rehabilitation. Using mental training strategies for rehabilitation, this course will address the principles of Sport Psychology, which will assist injured athletes, as well as those working with injured athletes, in identifying variables responsible for hindering and enhancing performance. The complex physical and psychological nature of injuries will be discussed, including theoretical foundations of

behaviors, psychological intervention of performance problems, and psychosocial strategies/ mental health issues related to injury.

PSY-6915 - Field Work I

Semester Credits: 3 **Weeks:** 12
In this internship placement you will gain applied experience in sport psychology consulting. The internship-placement aspect will require you to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues which pertain to the fieldwork experience.

PSY-6916 - Field Work II

Semester Credits: 3 **Weeks:** 12
In this internship placement you will gain applied experience in sport psychology consulting. The internship-placement aspect will require you to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues which pertain to the fieldwork experience.

PSY-6917 - Capstone in Sport Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Sport Psychology is an opportunity to incorporate your knowledge and understanding of educational concepts and processes that have been learned throughout the program. You will demonstrate a range of competencies, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the program. The final product for the course will include a written document summarizing this work.

Strategic Knowledge Studies

SKS-5001 - Comprehensive Strategic Knowledge Studies

Semester Credits: 3 **Weeks:** 8
In this course, students have the opportunity to gain foundational knowledge in 15 different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses.

SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies

Semester Credits: 3 **Weeks:** 8
In this course, students have the opportunity to gain foundational knowledge in 15 different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses.

Strategic Marketing

MKT-5021 - Strategic Marketing Management

Semester Credits: 3 **Weeks:** 8
This course is an overview of Marketing Leadership, the core of business operations. You will learn not only the vocabulary of marketing and its guiding principles, but how to develop and implement change leadership methods in marketing strategy. This includes developing a fundamental understanding of marketing leadership as it pertains to proactively identifying market changes and thereby marketing opportunities. In light of this understanding, you will learn how to predictively and proactively create an appropriate segmentation and marketing mix strategy culminating in the ability to develop a marketing plan.

MKT-5022 - Advanced Digital Marketing

Semester Credits: 3 **Weeks:** 8
Students in this course will examine the creative and strategic process of advertising and promotion. The emphasis is on current practices and research in advertising and promotion, focusing on consumer behavior theories. The objective is to examine advertising and promotion methods and the ethical practices of designing, developing, and implementing an integrated marketing communication program. Students will also evaluate the challenges and opportunities of advertising and promotion in a global environment. The intent of the course will help you build marketing knowledge that will prepare you to achieve a marketing certification if you wish.

MKT-5023 - Global Product Management

Semester Credits: 3 **Weeks:** 8
Product Management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course provides the marketing foundations required to develop, using various analytical tools, a focused product marketing strategy. Students will develop sound product strategies through a series of building exercises that requires careful construction of a valuable Product Marketing Plan. The course includes critical marketing activities presented from the Product Management's (PdM) vantage point.

MKT-7021 - Marketing Change Leadership

Semester Credits: 3 **Weeks:** 8
In this doctoral course, you will examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation at the intersection of leadership, disruptive innovation, change management and marketing theories for the modern marketing leader. These strategic leadership and change attributes are built around environmental research; marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 Ps), and the new product cycle.

MKT-7022 - Marketing Economics Innovation

Semester Credits: 3 **Weeks:** 8
In this course, you will prepare to understand, apply, and expand marketing economics theory and Practice. This course examines the consequences of an economy undergoing major transformation whereby human attention becomes the new scarcity and currency is being redefined. The marketing manager must thoroughly understand the implications of the new economy before initiating, developing, and maintaining a customer relationship management strategy and analyzing the impact of profitable, long-term customer relationships. Through investigative research, opportunities for theory development and expansion can be identified. The research work developed through this course is suitable for the initial concept paper, research study, or for journal publication in order to further prepare you as a doctoral student.

MKT-7023 - Marketing Science

Semester Credits: 3 **Weeks:** 8
In this course you will explore the emerging role of data, machine learning, and artificial intelligence on the modern marketing

manager. The emerging fourth industrial revolution (4IR) is expanding greatly as a result of platform technologies. As such, the marketing manager needs to become more scientific from a data science perspective, when evaluating and implementing strategic planning and tactical execution imperatives, in the ever changing global marketplaces. This course will include the analysis of the interaction of technical, business, and human aspects of the trend toward personalized marketing driven by biometric focused artificial intelligence. In addition, the cultural, diversity, ethical, and legal responsibilities of emerging marketing managers will be examined.

MKT-7024 - Strategic Marketing Communication

Semester Credits: 3 **Weeks:** 8
In this course you will focus on the effective formulation of strategic integrated marketing communication (IMC) programs and processes covering areas such as, but not limited to; the social media as an IMC tool in conjunction with the seminal use of advertising, promotion, public relations. You will develop dynamic strategic marketing communications by analyzing the elements and impact of integrated marketing communication including current trends, technology, and other macro-environmental issues.

MKT-7025 - Global Product Strategy

Semester Credits: 3 **Weeks:** 8
In this course you will incorporate product and brand strategies into a comprehensive management platform and will gain an understanding of 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 strategic marketing plan requirements and brand needs in order to develop optimal marketing results.

Technology & Innovation Management

TIM-5002 - Principles of Information Technology for IT Managers

Semester Credits: 3 **Weeks:** 8
To be successful, technology managers require a broad set of applied skills and knowledge. These skills include a functional understanding of the critical elements of information technology and their application in organizations of different sizes with diverse missions. During this course you will be introduced to the salient elements of IT systems, the processes for technical solutions and development, and consider the legal, ethical, and privacy issues that affect the development and management of technology. At the end of this course you will develop technology management solutions for a global organization.

TIM-5010 - Computer Networks & Mobile Computing

Semester Credits: 3 **Weeks:** 8
During this course, you will establish an overview of the technologies, concepts, software, hardware, and related standard involved in connecting billions of devices around the world. Content includes the key implications of the Internet, mobile computing, the remote workforce, the Internet of Things. The focus will be the application of the knowledge regarding the building effective solutions, their use to transport information, interact with applications, to withstand threats, and enable continuous improvement. Your learning includes the implications of relying on third-party services to transport data and the risks of external application suppliers.

TIM-5020 - Databases & Business Intelligence

Semester Credits: 3 **Weeks:** 8
This course provides an understanding of how to design databases that are soundly structured, reliable, and flexible, even in modern web applications. During this course, you will be guided through everything from database planning to defining tables,

fields, keys, table relationships, business rules, and views. By the end of the course, you will be introduced to practical ways to improve data integrity, how to avoid common database mistakes, and how to stay current with databases and their prevalent uses in the world. Finally, you will work with a database management system to review and interact with data to make business decisions.

TIM-5030 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 **Weeks:** 8
Data forms the foundation of all automated systems within an organization. The assessment of risk and approaches to achieve risk reduction must address internal systems, cloud services, mobile and user devices, including the latest networking capabilities. In this course you will investigate the implications of data, networking, hardware, software, and people on the organization's ability to succeed. The combination of technology assets, vulnerabilities, and threats require proper preparation and viable countermeasures to enable success. You will study how to assess, preempt, and obtain the resources to defend the organization. Your learning includes the implications of governance, compliance, policy, and privacy.

TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals

Semester Credits: 3 **Weeks:** 8
As more applications and data are migrated to the cloud and mobile environments, risks, threats, and vulnerabilities are on the rise. IT professionals must be able to establish protection mechanisms to support secure hardware configurations and implementations. During this course, you will study the concepts and application of cybersecurity, privacy, and information protection frameworks in IT environments. You will also explore the standards, mechanisms, tools, and policies needed to protect data and network infrastructures from internal and external cybersecurity threats.

TIM-5040 - Systems and Architectures for IT Professionals

Semester Credits: 3 **Weeks:** 8
Computers and information technology are present in all layers of today's modern organizations and are vital to business success. Thus, IT professionals must be able to implement and manage every component in the technical landscape. During this course, you will explore computing platforms and peripherals, identify the internal components and functions of a computer, and examine the internal architecture and systems configuration of real and virtual servers. You will also evaluate different operating systems and examine some of the best ways to configure and manage patches and upgrades.

TIM-5050 - Principles of Project Management

Semester Credits: 3 **Weeks:** 8
This introductory course provides an overview of the principles of project management. The course is aligned with international principles, standards, and methodologies that are used to support project teams as they work to achieve projects' objectives. You will learn about the role of a project manager, project management scope, schedule management, cost management, resource manage, identify risks and opportunities, and communications with stakeholders. The course will culminate with an integrative project where you will apply the concepts and techniques to develop and present a project plan.

TIM-5100 - Management and Governance in Technology

Semester Credits: 3 **Weeks:** 8
Management and governance in technology make unique demands on managers. This course examines the important aspects of these elements including the ability to recruit and retain skilled technical professionals in an evolving technical environment. During this course, you will learn how to manage the employee lifecycle including recruitment, development, evaluation, and retention to become a transformational leader. You will also acquire the skills and knowledge necessary to determine policies and procedures associated with ethical governance and administration.

TIM-5110 - Finance and Planning in Technology

Semester Credits: 3 **Weeks:** 8
Finance and planning are critical elements for technical managers. The fiscal skills and knowledge associated with managing budgets, resources, and cost centers are critical for success in a technical environment of changing needs and priorities. This course provides you with a working knowledge of line items commonly found on a ledger and discusses methods for building and managing a financial plan. The course concludes with an examination of the processes for building and implementing strategic and operational plans.

TIM-5120 - Technical Communication

Semester Credits: 3 **Weeks:** 8
The need for quality communication underlies nearly every aspect of technical management. This course will review the critical elements of style in written communication. Specific attention is given to the recommended formats in technical documents. During this course, you will also learn and apply the principles of design of slides and other visual media. The course concludes with an examination of the tabular and visual communication of data.

TIM-5221 - Quantitative Research Design for Technology Professionals

Semester Credits: 3 **Weeks:** 8
The results of technical research are frequently used to support informed management decisions. This course provides technology professionals with the skills needed to analyze quantitative research studies that support specific types of data. During this research course, you will analyze different types of quantitative research methods and statistical techniques. You will also examine the instrumentation, data collection, and data analysis tools and techniques used to create aligned, ethical, and substantive research designs.

TIM-6010 - Strategic Management of Technology & Innovation

Semester Credits: 3 **Weeks:** 8
Effective technology information management professionals must be able to assess, plan, implement, and manage technical systems and services to promote value creation. During this capstone course, you will demonstrate the knowledge and skills gained throughout the Master of Science in Technology Information Management program by implementing technology-based improvements and innovation for a global organization in its competitive environment. As part of your signature assignment, you will integrate strategies for improvement, including industry standards, ethics, measurement, procedures, and tools for planning.

TIM-6011 - Strategic Management of Technology

Semester Credits: 3 **Weeks:** 8
Effective technology information management professionals must be able to assess, plan, implement, and manage information technology systems and services to promote organizational improvement. During this capstone course, you will demonstrate the knowledge and skills gained throughout the Master of Science in Technology Information Management program by planning strategies for improvement in diverse and globally reaching organizations. As part of your signature assignment, you will integrate strategies for improvement, including industry standards, ethics, measurement, procedures, and tools for planning.

TIM-6101 - Principles of Computer Science

Semester Credits: 3 **Weeks:** 8
This course introduces the key principles and concepts of computer science to students. Topics covered during this course include the history of computers and network evolution, computer programming design and planning concepts, data management techniques, programming languages, and algorithm design and analysis. During this course, you will design algorithms and data

structures to be coded using high-level programming languages. You will also explore modular programs, programs using arrays and collections, and ethical issues related to computer science and technology.

TIM-6110 - Programming Languages & Algorithms

Semester Credits: 3 **Weeks:** 8
This course is an introduction to the basic syntax and semantics of programming languages. In this course, you will study the practical and theoretical principles behind language development and use of different programming languages in addressing programming problems. You will also study and use programming languages to understand the complexity of algorithms while working with the implementation of some common programming problems.

TIM-6121 - Distributed Algorithms and Parallel Computing

Semester Credits: 3 **Weeks:** 8
Organizations depend on distributed systems and parallel computing to achieve the performance and reliability required by their systems. These systems provide organizations with the ability to leverage hardware and software platforms to improve efficiency. During this course, you will learn computing concepts at single system and organizational levels, such as instruction level parallelism, task level parallelism, multicore computing, and distributed algorithms. You will complete the course by developing distributed solutions that include fault tolerant applications.

TIM-6130 - Data Mining

Semester Credits: 3 **Weeks:** 8
Data mining is a core process of data science and evokes various tools to achieve its goal of transformation of data into ready to use structure and format for analysis. The process of data mining is used to discover patterns and relationships in data and starts with the steps involved in data preparation. In this course you will learn how to apply data mining techniques to data sets, with the objective of exploring, analyzing and turning data into valuable, actionable insights. Specific course topics include data pre-processing, data preparation, data storage, visualization techniques, clustering, association rules.

TIM-6140 - Software Engineering

Semester Credits: 3 **Weeks:** 8
This project-driven course introduces students to the principles and processes for development of software-intensive systems. Students practice using a variety of software tools and resources to create designs and deliverables for simulated real-world projects.

TIM-6210 - Quality Management

Semester Credits: 3 **Weeks:** 8
The effective implementation of quality management practices for process improvement is necessary for organizations to be successful. During this course, you will explore systematic approaches to Total Quality Management to improve organizational performance and meet management and customer expectations. You will study quality assessment models and Lean Six Sigma tools, such as business process modeling and business process reengineering, to eliminate waste, increase performance, and meet standard requirements. You will also develop and present a quality management plan.

TIM-6220 - Engineering Law

Semester Credits: 3 **Weeks:** 8
Innovative new ideas are often brought to fruition by talented engineers. Protecting those ideas requires close attention to laws regarding intellectual property; and engineers are bound by regulations that help ensure the safety of their work. In this course, students will study the legal implications of innovation and engineering.

TIM-6301 - Principles of Cybersecurity

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the concepts of security and cybersecurity, using the (ISC)2 CISSP Common Body of Knowledge to build a foundation to succeed in completing the degree. You will examine the full range from governance through compliance with laws, through people risks, to technology. Various mitigation options are considered to reduce vulnerabilities, counter threats, and to protect an organizations data and system assets. You will study the need to protect organizations from future exposures and the ability to motivate the resources needed to defend an organization.

TIM-6310 - Cyber Forensics

Semester Credits: 3 **Weeks:** 8
During this course, you will examine forensics principles and applications in internal investigations and civil cases involving computers, electronic devices, and associated software. The objective of the course is to explore procedures and standards with appropriate and reliable tools when collecting evidence of criminal acts and incidents. This course prepares cybersecurity professionals to deal with the discovery, investigation, and prosecution of cybercrimes. You will complete practical exercises in a virtual lab implementing tools used by computer forensic professionals while investigating incidents; including the collection, examination, and preservation of evidence.

TIM-6320 - Contingency Planning & Incidents

Semester Credits: 3 **Weeks:** 8
Due to the continued demonstration of weaknesses in most information systems and cloud environments because of malicious computer attacks, natural disasters, and human error, the demand has increased for information security practitioners to develop contingency plans, incident response plans, disaster recovery plans, and business continuity plans. During this course, you will study the management of events to trigger appropriate actions. You will also learn to analyze risks, evaluate and develop recovery strategies, and manage issues associated with rapid response and recovery activities.

TIM-6331 - Cloud and System Certification, and Accreditation

Semester Credits: 3 **Weeks:** 8
Federal and other large computing or information technology systems require greater precautions before their release into production. You will explore the techniques and processes for certification and accreditation of large systems, including federal systems. This includes project planning, system inventory, system security plans, risk assessment, security procedures, certification testing, documentation of accreditation decisions, and coordination of security for interconnected systems. You also will learn about regulatory changes designed to address the safety of cloud computing.

TIM-6340 - Secure Software Development

Semester Credits: 3 **Weeks:** 8
Security is often left out of the early stages of software development. This course is an introduction to software engineering for the security professional, with particular emphasis placed on keeping security as a primary concern during all phases of development.

TIM-6410 - Cloud Computing

Semester Credits: 3 **Weeks:** 8
Cloud computing has transformed the way industry does business, government offers services, and academia moves to online learning. In this interconnected world, the office has gone mobile and data is managed over the cloud by services like software as a service, data as a service and security as a service. In this course, you will study how to implement and use application program

interfaces and services that are structured to support application management over the internet. You will study strategies for managing and securing data handled over remote connections.

TIM-6420 - Data Warehousing & Decision Support

Semester Credits: 3 **Weeks:** 8
This course introduces the fundamentals of data warehousing architecture and decision support systems. This course also provides you with the opportunity to explore the systems, tools, and techniques used to create and manage enterprise data warehouses, as well as use those repositories for informing business decisions. It also explains the various ways of extracting and analyzing data to support the decision-making process. This course intended to develop your ability to extract information from data, identify patterns and evaluate data warehouse trends.

TIM-6430 - Systems Analysis & Design

Semester Credits: 3 **Weeks:** 8
This course introduces the systematic process of software development life. You will explore different software methodologies and best practices to ensure the high quality of the applications in the competitive environment. This project-driven course introduces you to the essential practices and tools required for systems analysis and design. You also will practice using various software tools and resources to create designs and deliverables for simulated real-world projects. Ethical issue and security concerns in information systems design and implementation will be discussed.

TIM-6500 - Principles of Data Science

Semester Credits: 3 **Weeks:** 8
Data science is a dynamic subject, with new techniques of analysis and visualization of data to provide insights continually under development. During this introductory course, you will learn about data science applications such as supervised, unsupervised, and reinforcement learning, statistical models, data visualization, and the data science life cycle. This course introduces you to commonly used data science technologies and platforms. You will also explore relevant legal, ethical, and privacy issues affecting data management, analysis, and reporting in today's technology environments

TIM-6501 - Quantitative Methods for Data Analytics and Business Intelligence

Semester Credits: 3 **Weeks:** 8
This course focuses on the concepts and processes related to gathering, inspecting, cleaning, transforming, and modeling data to deliver meaningful insights to a targeted audience. In both academics and industry practice, the process for data acquisition, curation, and transformation into insights are similar. You will learn to effectively use data in the data science lifecycle to analyze a selected business or research topic. You will create a transformed dataset from raw data and demonstrate knowledge of statistical techniques to best apply in addressing problem statements.

TIM-6510 - Data Visualization and Communication

Semester Credits: 3 **Weeks:** 8
Building and communicating graphical representations of data are critical tasks assigned to data scientists. In this course you will learn to design and create interactive and static visualizations using the appropriate formats based on the principles of composition. You will gain the understanding of how to represent curated and transformed data to tell a story of insights to a targeted audience of stakeholders. The data will be based on tabular models selected from industry. In the signature assignment, you will deliver an effective communication of insights to stakeholders you must sway using your skills gained in data visualization and communication.

TIM-6520 - Inferential Statistics and Predictive Analysis

Semester Credits: 3 **Weeks:** 8
Inferential statistics are a primary area of critical inquiry for data scientists. After data are described using descriptive statistics, inferences and predictions are sought. Making interpretation of what the data means in relation to its own characteristics or in a forward-temporal light, helps data scientists to bring forth insights from the data. In this course, you will learn the models, processes, and techniques necessary to conduct inferential analysis and how to derive predictive knowledge from transformed datasets. You will interpret and refine predictive analytical output in relation to a research problem for a target audience of stakeholders.

TIM-6530 - Big Data Integration

Semester Credits: 3 **Weeks:** 8
Big data integration is a set of processes used to accumulate and aggregate data from disparate sources for future transformation into valuable insights. You will gain knowledge of the 4 V's of big data (volume, velocity, variety, veracity), along with aspects of data governance and its role in data quality. The course will focus on techniques employed in integrating big data and making well integrated data ready for analysis. You will learn the practical and ethical considerations involved in big data integration and analytics. The course will culminate with the creation of an enterprise level big data integration plan.

TIM-6540 - Interpreting and Reporting Data

Semester Credits: 3 **Weeks:** 8
Data are of little meaning unless transformed into insights. In this course, you will explore the methods and processes through which data are reviewed for the purpose of arriving at an informed decision making or insights. The interpretation of data assigns a meaning to the information analyzed and determines its signification and implications. Reporting of data is the art around data science that establishes the best format alternative for the audience set to the receive the insights.

TIM-6550 - IT Asset Management

Semester Credits: 3 **Weeks:** 8
Information technology professionals must have an understanding of the IT lifecycle and asset management principles to support organizational goals. This course covers the processes and services that enhance IT asset management practices leading to cost-effective decisions. During this course, you will study the best ways to manage hardware, software, and data assets. You will also examine the legal requirements affecting data retention and disposal and the provisions needed to control mobile, BYOD, and cloud operations.

TIM-6591 - Data Science Capstone: Lifecycle Application in Industry

Semester Credits: 3 **Weeks:** 8
The practicing data scientist utilizes a toolkit of skills ranging from obtaining data to communicating results. This capstone course will provide the opportunity for you to hone and showcase your skills in data mining, data curation, data transformation, data visualization, and delivery of well-communicated insights from the data. In your final signature assignment, you will develop and communicate insights related to a topical problem in the industry of your choosing that draws on your full data science lifecycle skills.

TIM-6601 - IT Project Management

Semester Credits: 3 **Weeks:** 8
This course provides an overview of the principles, guidance, and technologies for the practice of information technology project management. Emphasis is given to primary processes, deliverables, and knowledge groups involved in project management. You will practice project management specifically as it relates to managing and developing new technologies and ideas by applying tools and technologies in demand and use by the industries. The course is aligned to professional and international recognized standards.

TIM-6610 - Leadership in Project Management

Semester Credits: 3 **Weeks:** 8
Project managers must be able to create project plans that ensure the effective management of resources and communications. This course provides an examination of theories applied to leadership, resource, communications, procurement, and stakeholder management as they relate to information technology project management. During this course, you will examine project management theories and explore the differences between project management theory and reality as applied to different organizational cultures and dynamics. You will also explore conflict resolution strategies and develop a project communications plan.

TIM-6615 - Agile Project Management

Semester Credits: 3 **Weeks:** 8
This course provides an overview of agile principles aligned with internationally recognized standards and methodologies that are commonly used to support information technology efforts. During this course, you will explore agile approaches including Scrum, Crystal, Dynamic Systems Development Method, Lean, Kanban, and Feature-Driven frameworks. You will gain knowledge of Scrum processes and leadership, including teams and collaboration within technology projects. In addition, you will learn important techniques managing Sprints, user testing, and releasing usable code output. The course culminates with you managing the project to a successful close while adapting to changing needs.

TIM-6620 - Project Management Systems & Technology

Semester Credits: 3 **Weeks:** 8
Project management consists of a set of tools and techniques used to conduct a set of tasks and manage inputs to produce outputs or deliverables in a timely fashion. These days, project managers and teams have a wide range of tools available to facilitate interaction and complete project milestones within time and budget. In this course you will study the project tools, methodologies, and techniques that can aid the project manager in ensuring the project's success.

TIM-6630 - Managing Risk in Project Management

Semester Credits: 3 **Weeks:** 8
Successful managers identify and manage risk within their organization and projects. In this course you will learn the Project Management Institute Standard for Risk Management. You will identify the principles of the Risk Management Framework within your organizations and projects. This includes ways to recognize and reduce exposure to risk. At the conclusion of this course, you will develop risk classification along with a list of known risks by reviewing project artifacts within your organization to plan for risk occurrences.

TIM-6640 - Program & Portfolio Management

Semester Credits: 3 **Weeks:** 8
Portfolio and program managers must be proficient in simultaneously managing multiple projects and leveraging resources. This course covers various techniques for the management of project portfolios and programs involving diverse technical cross-functional teams. During this course, you will explore the challenges and risks associated with managing multiple projects, analyze different ways to successfully allocate resources across multiple projects, analyze the value and alignment of projects with strategic goals, and design a project management office (PMO) to add value to an organization.

TIM-7001 - Principles of Technology Innovation Management

Semester Credits: 3 **Weeks:** 8
Fundamental approaches to the breadth and depth of technology and its societal proliferation are important aspects of technology management. In this course, the technology life cycle from inception to obsolescence will be researched. Technology

management includes ethical, economic, and financial aspects of technological research, development, and emergence. You will examine strategic, operational, and tactical aspects of technology management. You will conduct discovery on technology assessment and frameworks for managing technology in organizations. Finally, you will recommend a strategy including research questions, from an applied perspective, to underline potential technology doctoral topic areas.

TIM-7010 - Computer Networks & Mobile Computing

Semester Credits: 3 **Weeks:** 8
In this course, students will explore emerging issues in computer network design and management. Of particular attention will be topics on how mobile computing has changed the way networks are designed and managed.

TIM-7020 - Databases & Business Intelligence

Semester Credits: 3 **Weeks:** 8
Data and databases are the foundation of all business systems. Organizations that do not understand the importance of data management are less likely to survive in the modern economy. During this course, you will study advanced concepts of database management systems and data warehouses. You will also research processes and techniques used to improve data repositories, manipulate data, and prevent data corruption. By the end of the course, you will be able to construct, assess, and transform data to improve business intelligence to support informed business decisions.

TIM-7030 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 **Weeks:** 8
With more application systems and data processed, together with mobile, cloud, and virtual environments all technology system risks increase for security, privacy, compliance issues. While expectations for safety rise, increased complexity and threats make the provision far more difficult and expensive. Record tampering and accidental or intentional exposure are also among the internal risks every enterprise face. During this course, you will learn how to assess, mitigate, and manage risks, threats, and vulnerabilities. You will also study theories, models, standards, and frameworks that aid the effective design, protection mechanisms, practices, and procedures to implement and manage operations within information systems.

TIM-7040 - Technology Policy & Strategy

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of the frameworks, theories, concepts, and strategies for managing technology policies and implementing emerging technology in business organizations. During this course, you will research the legal, technical, and managerial considerations needed to design an information technology governance structure. You will also formulate a policy and strategy proposal, including research problems, and questions to facilitate applied research in the domain.

TIM-7101 - Statistics with Technology Applications

Semester Credits: 3 **Weeks:** 8

This course serves as an extensive exploration of statistics for the technology leader. Included in the course, is an advanced examination of statistical analyses commonly used for information systems and technology research. During this course, you will use different statistical tools to enhance your advanced analytical skills. These statistical analysis skills are required to plan, conduct, and interpret quantitative data to inform enterprise decisions. You will also learn to illustrate and produce technical output reports.

TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders

Semester Credits: 3 **Weeks:** 8
This course provides a survey of the different methods used to conduct technology-based research. During this course, you will learn about the research principles and methodologies that guide scientific inquiry in order to develop an understanding of the effects of research on individuals and organizations. Specifically, you will study the scientific research lifecycle, data collection methods, and research design methodology. You will finish the course by selecting a research design methodology to support your research interests through the remainder of your program.

TIM-7221 - Quantitative Research Design for Technology Leaders

Semester Credits: 3 **Weeks:** 8
The results of technical research are frequently used to support informed management decisions. This course provides technology leaders and professionals with the skills needed to design and conduct quantitative research studies to support specific types of data. During this advanced course in research, you will explore and apply different types of quantitative research methods and statistical techniques. You will also explore instrumentation, data collection, and data analysis tools and techniques to create aligned, ethical, and substantive research designs.

TIM-7225 - Directed Quantitative Research

Semester Credits: 3 **Weeks:** 8
A quantitative research design includes objective analysis using experimental, quasi-experimental, and related techniques. Technical quantitative research involves statistical analysis of data collected from a larger number of participants to determine an outcome that can be applied to a general population. During this course, you will work through the scientific research process and apply your knowledge of quantitative research design to develop a technical research proposal in which you can use to support your research interests through the remainder of your program.

TIM-7231 - Qualitative Research Design for Technology Leaders

Semester Credits: 3 **Weeks:** 8
The results of qualitative research are frequently used to support informed management decisions. This course provides technology leaders with an in-depth introduction to qualitative methods for studying human behavior, including grounded theory, narrative analysis, and case studies. During this advanced course in research, you will apply qualitative research methods to an information technology-based study. You will also deepen your research knowledge and skills by conducting interviews, collecting and coding data, producing ethical data conclusions, and creating objective research reports.

TIM-7235 - Directed Qualitative Research

Semester Credits: 3 **Weeks:** 8
A qualitative approach to research of a technical nature integrates theoretical, conceptual, and empirical constructs with common practices and experience to gain an understanding of performance and functionality, develop an applied and testable model for improvement, or provide insights into problems to develop new ideas. During this course, you will work through the scientific research process and apply your knowledge of qualitative research design to develop a technical research proposal to support your research interests through the remainder of your program.

TIM-7241 - Constructive Research Design for Technology Leaders

Semester Credits: 3 **Weeks:** 8
The results of technical research are frequently used to develop new products and services. This course provides technology leaders and professionals with the skills needed to design and conduct constructive research studies based on theory. During this advanced course in research, you will examine the methods and measurements used to design constructive research studies to develop sound technical solutions or prototypes. You will also explore software and security testing tools and user acceptance testing methods in order to create aligned, ethical, and substantive research designs.

TIM-7245 - Directed Constructive Research

Semester Credits: 3 **Weeks:** 8
Technical constructive research focuses on models, frameworks, tools, and software used by industry to improve value creation. A constructive approach to research of a technical nature integrates theoretical and empirical constructs with common practices and experience to develop an applied and testable model to improve the fields of computer science and information technology. During this course, you will work through the scientific research process and apply your knowledge of constructive research design to develop a technical research proposal in which you can use to support your research interests through the remainder of your program.

TIM-8101 - Principles of Computer Science

Semester Credits: 3 **Weeks:** 8
In this course, students will study how computer science concepts and theories can be applied and used to solve real-world problems. Students will also be introduced to research in computer science and become acquainted with venues for sharing knowledge in the field.

TIM-8110 - Programming Languages & Algorithms

Semester Credits: 3 **Weeks:** 8
Programming languages and algorithms evolve due to changes in technology, needs, security, and other environmental adjustments. Programming must therefore adjust solutions quickly while limiting the use of resources. This course is an advanced study of the practical and theoretical principles behind the design, analysis, and implementation of algorithms and programming languages for research and professional practice. During this course, you will evaluate the practical and theoretical principles behind language development and the use of different programming languages to address programming problems. You will also examine current algorithms and their evolution for resolving common and anticipated computational problems.

TIM-8121 - Distributed Algorithms and Parallel Computing

Semester Credits: 3 **Weeks:** 8
Organizations depend on distributed systems and parallel computing to achieve the performance and reliability required by their systems. These systems provide organizations with the ability to leverage hardware and software platforms to improve efficiency. During this course, you will research the latest developments in computing concepts, such as instruction level parallelism, task level parallelism, multicore computing, and distributed algorithms. You will complete the course by predicting evolving trends in distributed algorithms and parallel computing.

TIM-8130 - Data Curation

Semester Credits: 3 **Weeks:** 8
This course includes methods, means, and processes involved in transforming raw data into useable form for a multitude of analytics. Data curation is a set of processes that transforms, manages, stores, and democratizes data for use for analysts and data scientists through the lifecycle of data. The curation of data enables an organization or researcher to maximize the value of the data and effectively use the transformed data to produce and deliver insights. This course considers data that have been already acquired and integrated into useable repository and focuses on teaching techniques to make those data usable for next steps in developing analytics models.

TIM-8140 - Software Engineering

Semester Credits: 3 **Weeks:** 8
Business processes change continually and require new technology solutions to improve production. Improved technology solutions can speed up processes, increase service delivery speed, and reduce the number of defects. This project-driven technical

research course explores the principles and processes needed for the efficient development of software solutions with a focus on software quality design and development. During this course, you will research and suggest models and frameworks to improve software development processes based on different business problems and needs.

TIM-8150 - Artificial Intelligence

Semester Credits: 3 **Weeks:** 8
Artificial intelligence is becoming more and more useful in helping solve everyday problems. Intelligent agents and natural language processing have become common in the marketplace. During this course, you will evaluate the impact of artificial intelligence on performance and enterprise resources. You will also expand your ability to improve an artificial intelligence application to address varied user specifications. Finally, you will be able to produce a complete artificial intelligence project plan that will integrate with current and proposed IT solutions for process improvement.

TIM-8210 - Quality Management

Semester Credits: 3 **Weeks:** 8
This advanced course in quality management provides IT professionals and researchers with the skills to evaluate the impact of quality management principles on organizations. During this course, you will evaluate current processes and applications, suggest measures and provisions for improvement, and propose enhancements to current enterprise quality management models. You will also devise methods to support team integration, positive communication techniques, and dynamic learning approaches for strong collaboration and organizational sustainment.

TIM-8220 - Engineering Law

Semester Credits: 3 **Weeks:** 8
Innovative new ideas are often brought to fruition by talented engineers. Protecting those ideas requires close attention to laws regarding intellectual property; and engineers are bound by regulations that help ensure the safety of their work. In this course, students will study the legal implications of innovation and engineering. In addition, students will learn to use the patent system as a research tool in developing new technologies.

TIM-8301 - Principles of Cybersecurity

Semester Credits: 3 **Weeks:** 8
This course will consolidate a foundation of concepts relating to security and cybersecurity, enabling the successful examination of greater detail and complexity in later courses. You will examine the full range from governance through compliance with laws, through people risks, to technology. Various mitigation options are considered to reduce vulnerabilities, counter threats, and to protect an organization's data and system assets. You will study the need to protect organizations from future exposures and apply critical thinking and synthesis to motivate the resources needed to defend an organization.

TIM-8310 - Cyber Forensics

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the field of advanced cyber forensics. You will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, you will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.

TIM-8320 - Contingency Planning & Incidents

Semester Credits: 3 **Weeks:** 8
Organizations dependent on information systems and solutions to enable the effective operation and survival. Malicious acts,

accidental errors, and natural risks threaten the continuous availability of those systems. In this course you will develop the knowledge and skills needed to develop business continuity and disaster recovery plans after the proper analysis of events and incidents. You will help the organization prioritize exposures, identify threats, define appropriate defenses, prepare related processes, and identify resources needed to provide appropriate continuity solutions. Your knowledge will include planning, preparation, training, testing, and updating the incident detection, contingency plans, and crisis management for the organization.

TIM-8330 - Advanced Risk Management

Semester Credits: 3 **Weeks:** 8
Risk management is the foundation of defending organizations from information security, cyber threats, compliance, audit, and privacy exposures. To address risk and assurance, this course builds an integrated approach solution leading to the prioritization of resources for an organization. You will extend your knowledge and skills for global protection within and beyond the perimeter. This course positions the importance of risk management within a cybersecurity program and its role within Enterprise Risk Management (ERM). You will also assess theories and practices concerning risk management, compose a risk strategy, and leverage maturity models to improve the protection of organizations.

TIM-8340 - Secure Software Development

Semester Credits: 3 **Weeks:** 8
Knowledge of security principles and practices in software engineering is vital to provide quality software solutions. This course is an application-based examination of software engineering for the security professional. During this course, you will explore the foundations that support secure software development and analyze different secure software design and development practices. You will also select and defend a secure software architecture and technology approach and then design a secure software deployment and maintenance solution strategy.

TIM-8350 - Cyber Critical Infrastructure, Threats, Terrorism, & Warfare

Semester Credits: 3 **Weeks:** 8
Global integration and broad alliances between criminal elements and nation-states frequently lead to rapidly changing and significant threats to all nations, organizations, and citizens. During this course, you will study current and predictable threats, target critical infrastructure, and determine risks implied in new technology. You will also learn to recognize the risks originating from cybercriminals, terrorism, hacktivism, and nation-state, and other significant threat actors. You will devise and work to get funding for viable strategies to defend critical infrastructures, organizations, and the citizens of the nation.

TIM-8410 - Cloud Computing

Semester Credits: 3 **Weeks:** 8
Cloud computing has transformed the way industry does business, government offers services, and academia moves to online learning. In this interconnected world, the office has gone mobile and data is managed over the cloud by services like software as a service, data as a service, and security as a service. During this course, you will study how to implement and use application program interfaces and services that are structured to support application management over the internet. You will plan strategies for managing and securing data handled over remote connections.

TIM-8420 - Data Warehousing & Decision Support

Semester Credits: 3 **Weeks:** 8
This course provides an advanced study of the theories and trends related to creating and managing enterprise data warehouses. The course will explore the emerging concepts and theories to determine decisions required to plan, design, and implement data warehouse and decision support systems. Additionally, the course will provide an overview of effective policies for decision support systems and data warehousing maintenance. You will gain a detailed understanding of how to implement and overview data warehouse improvements.

TIM-8430 - Systems Analysis & Design

Semester Credits: 3 **Weeks:** 8
This course is an advanced study of the theories and concepts related to systems analysis and design. Special focus is given to the role of the Business Analyst's role for investigating current systems and identifying business needs, process reengineering, and how to move an organization toward the desired future state. Theories and models are discussed for break-through thinking, using technology to improve operations and as a competitive advantage. Students will apply what they are learning to solving real-world problems to identify areas of improvement and develop solutions to them. The course culminates with the presentation of findings that includes the proposed systems design and how to implement the new system in the organization.

TIM-8440 - Knowledge Management

Semester Credits: 3 **Weeks:** 8
This course provides an advanced study of theories and concepts about knowledge management systems (KMS) and trends to evaluate the gaps between theory and practice in knowledge management. Additionally, the course will provide an overview of a comprehensive and methodological approach to support managers in their implementations of KMS. You will also gain the concepts related to capturing, storing, managing, recalling, and reusing organizational knowledge. This course also includes the process to measure results and enable managers to improve their KMS implementations and identify key future issues.

TIM-8501 - Exploratory Data Analysis

Semester Credits: 3 **Weeks:** 8
This course includes analytics methods to understand how data is shaped in relation to how it can be analyzed. This is a foundational skill for data scientists and important to apply prior to creating confirmatory (final) models that predict and deliver end-user insights for decision making. The focal points in this course are descriptive statistics and exploratory data analysis. Specific attention is given to measures of central tendency, clustering, variability, and frequency. You will learn identification of the appropriate univariate analysis for use in applied research in a business context. You will also learn to apply clustering analysis in relation confirmatory models.

TIM-8510 - Data Visualization & Communication

Semester Credits: 3 **Weeks:** 8
Evaluating the accuracy and effectiveness of graphical representations of data is a critical skill required of experienced data scientists. This advanced course in data visualization will help you identify the appropriate questions required to evaluate the validity of the insights provided by others and develop the skills needed to influence other decision makers. During this course, you will synthesize research on the best practices associated with communicating through data visualization. You will also study techniques and processes you can use to dynamically communicate your interpretations of effective graphic interactive representations of data.

TIM-8530 - Big Data Integration

Semester Credits: 3 **Weeks:** 8
This course focuses on modern tools and methods to develop and work with large datasets. Some course concepts include the exploration of relational databases, distributed storage software, distributed computing methods, analytics and algorithms. You will explore current topics in the area of big data and potential future problems. You will investigate appropriate architectural techniques associated with big data. You will also evaluate the constructs of ethics in data science, propose techniques for application, and design a system to produce insights.

TIM-8550 - Data Preparation Methods

Semester Credits: 3 **Weeks:** 8
Data preparation is the process in which data from one or more sources is cleaned and transformed to improve its quality before its use in data analysis. This process requires the majority of the time required to complete the data science lifecycle. During this course, you will learn the tools and techniques used during data preparation and the role they play in delivering quality data for making informed decisions. You will end the course by gathering and preparing data sets for future analysis.

TIM-8601 - IT Project Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of the processes, deliverables, and knowledge areas of project management. In this course, you will research project management concepts, tools, and techniques as proposed by standards and methodologies. You will investigate strategies for balancing scope, schedule, and budget in project management. You will explore effective management of resources by assuring quality and controlling risks. You will also explore tools, methods, and trends to respond to industry demands, needs and expectations.

TIM-8610 - Leadership in Project Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of leadership, human capital management, and technical resources as they relate to information technology program and project management. In this course, you will examine models for managing programs and projects aligned with organizational dynamics, culture, governance and environment as part of the program and project lifecycle. You will develop the skills and knowledge needed to effectively manage the portfolio of programs and projects aligned with the organization's capital investments and strategic goals for process and operations improvement.

TIM-8620 - Project Management Systems & Technology

Semester Credits: 3 **Weeks:** 8
Effective project management requires a precise allocation of resources to complete tasks and deliverables within time and schedule while guaranteeing quality results. Various tools and techniques exist to schedule tasks, manage, and control budget, to produce outputs or deliverables in a timely fashion. In this course, you will research project tools, methods, and techniques available to aid the project manager during project execution and monitoring to ensure project success.

TIM-8630 - Managing Risk in Project Management

Semester Credits: 3 **Weeks:** 8
Risk plays a central role in projects, big investments, and other enterprise endeavors. A sound risk management process integrated with enterprise risk management improves the probability for project success. Constantly assessing potential issues with risk management provides an opportunity to implement controls and provisions to minimize negative impacts on project execution. During this course, you will explore the constructs of project risk management standards applied to information technology projects and methodologies, from traditional to agile and hybrid. By the end of the course, you will be able to improve risk management approaches for quality and effectiveness.

TIM-8640 - Program & Portfolio Management

Semester Credits: 3 **Weeks:** 8
Portfolio and program managers must be proficient at simultaneously managing multiple projects and optimizing resources. This course presents proven methods for leading and managing a portfolio of projects in a cross-section of industries. During this course, you will analyze the methods and techniques successful organizations use to setup and manage portfolios and programs. You will also study resource allocation and the challenges, opportunities, and risks associated with managing multiple projects. Finally, you will create a portfolio and program framework for the project management office (PMO).

Trauma-Informed Educational Practices

TRA-5100 - Fundamentals of a Trauma-Informed Approach to Education

Semester Credits: 3 **Weeks:** 8
In this foundational course about trauma-informed educational practices, you will explore trauma generally from your own individual experiences and perspectives as well as those perspectives held by our collective society. Part of the foundations you will examine include the differences in how children and adults respond to trauma and how different types of trauma might manifest in learners, instructors, and administrators across multiple educational environments. You will also consider what behaviors and dispositions demonstrated within an educational environment might reflect underlying trauma and what principles can guide appropriate responses.

TRA-5200 - Trauma Across Educational Populations and Settings

Semester Credits: 3 **Weeks:** 8
You will examine the different educational settings in which trauma can occur or manifest among different populations. You will consider issues of diversity, equity, inclusion, and social justice as you investigate specific groups of learners and instructors who are more likely to experience trauma as well as identify practices that can minimize the risk of secondary trauma. You will also explore the impact of trauma within specific educational settings, paying particular attention to those educational practices that can exacerbate trauma.

TRA-5300 - Trauma-Informed Strategies for Educational Environments

Semester Credits: 3 **Weeks:** 8
In this course, you will explore several aspects of classrooms across educational environments. You will examine the intersection of social emotional development and trauma-informed educational practices that support a nurturing environment for educators and learners alike. This examination will include specific classroom elements, the language of the educators interacting with the learners, and the content of the curriculum and other learning materials selected for instructional use. The course also provides an opportunity to modify instructional strategies for alignment with trauma-informed educational practices and recommend instructional tools that support learners who may have been exposed to trauma. You will also determine effective techniques for de-escalating behaviors that may be rooted in trauma.

TRA-5400 - Strengthening Resilience Among Learners and Educational Professionals

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how the general concepts of individual and community resilience relate to broader trauma-informed practices across different educational settings. Understanding this relationship includes comparing the theoretical foundations of resilience and strengths-based approaches to teaching, training, and learning. You will interpret characteristics that reflect resilience, explore how self-care can strengthen resilience, and recommend instructional strategies that strengthen resilience among learners. You will also examine some challenges to resilience from the perspectives of educational equity and social justice.

TRA-5500 - Trauma and Support Systems in Educational Environments

Semester Credits: 3 **Weeks:** 8
There are many different frameworks and models used across different educational environments to form support systems for individuals who have experienced trauma. In this course, you will examine these frameworks, models, and support systems, including their theoretical foundations, their alignment across organizational and community supports, and how systems typically used in one educational environment can be applied to other environments. You will assess opportunities to create or improve formalized support systems for learners and educators who have experience trauma, including an evaluation of these system through the perspectives of equity, inclusion, and social justice.

TRA-5600 - Capstone in Trauma-Informed Educational Practices

Semester Credits: 3 **Weeks:** 8
In this capstone course, you will synthesize your work throughout the specialization to evaluate trauma-informed educational practices through the lenses of educational equity, diversity, inclusion, implicit bias, and social justice. You will assess the effects of different types of trauma and subsequent supports needed for educators and learners who may have experienced trauma as well as those educational practices that can either exacerbate trauma or mitigate its effects. You will demonstrate your expertise related to trauma-informed educational practices by recommending strategies for addressing behaviors or dispositions that may be rooted in trauma and cultivating individual plans for self-care that might minimize the risk of trauma, mitigate its effects, and support resilience after experiencing trauma.

TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

Semester Credits: 3 **Weeks:** 8
This is an introductory course in which you will analyze community resources and educational organizations related to trauma-informed educational practices. You will explore how historical contexts and practices have influenced current conditions and pedagogy. Additionally, you will examine cultural and economic contexts with respect to local trauma-informed educational practices. Finally, you will create artifacts of learning as a researcher and develop assignments to aid you in a cumulative signature presentation to address professional development for Trauma-Informed Educational Practices.

TRA-7200 - Linking Theory and Practice to Design Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
Understanding how theory influences current policies and practices will allow you to evaluate, integrate, and finally synthesize educational theories relevant to trauma-sensitive environments, and how these theories inform practice within educational and community environments. You will also determine essential elements of trauma-sensitive environments as you review classroom, administrative, curricular, and community practices.

TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
This course focuses on two essential components of trauma-sensitive environments: social emotional learning and the ethic of care. In this course, you will be asked to cultivate an ethic of care related to a trauma-sensitive educational environment and incorporate the central premises of the ethic of care into a trauma-sensitive educational environment. Further, you will relate social emotional learning to a trauma-sensitive educational environment and recommend related practices. Additionally, you will assess elements of social justice, diversity, equity, and inclusion as trauma-informed educational practices and develop educational strategies built on the central premises of ethic of care and social emotional learning competencies.

TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on learning about educator dispositions and how they influence trauma-sensitive environments. To do so, you will assess educator dispositions essential to trauma-sensitive educational environments and develop educator dispositions to learning in trauma-sensitive educational environments. Further, you will explore culturally responsive practices related to trauma-sensitive environments, advocate diversity, equity, and inclusion as central elements in trauma-sensitive educational environments, and promote educator dispositions for strengthening trauma-sensitive educational environments.

TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
Understanding culturally responsive systems and restorative approaches for building trauma-sensitive educational environments is a large undertaking, and in this course, you will determine systems-level, culturally responsive interventions in trauma-sensitive educational environments. You will explain ways in which individuals and systems interact to help build trauma-sensitive educational environments, recommend restorative approaches and related practices for trauma-sensitive educational environments, and incorporate elements of social justice, diversity, equity, and inclusion into culturally responsive systems within a trauma-sensitive educational environment. As a result, you will cultivate an understanding of restorative and trauma-informed practices within a larger educational system.

TRA-7600 - Community-wide Trauma and Learning: Next Steps in Advanced Practice and Research

Semester Credits: 3 **Weeks:** 8
In this final course, you will work to discern the differences between trauma within communities and community-wide traumas. Further, you will cultivate awareness of community-wide trauma practices and research and deconstruct elements of a system-wide crisis plan in response to community trauma. You will also generate ideas for addressing community-wide trauma and learning, recommend system practices for responding to community-wide trauma, and finally, synthesize the impact of community-wide trauma on practice and research.