



NCU
Northcentral University

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The Catalog is updated regularly. Announcements contained in published materials such as this Catalog are subject to change without notice and may not be regarded as binding obligations for the institution. Students are subject to the provisions of the most recent Catalog; however, if the student maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of his or her degree program. If a student does not maintain continuous enrollment, his or her degree program is subject to change in alignment with the most recent provisions in the Catalog.

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NCU
Northcentral University

WELCOME TO THE NORTHCENTRAL UNIVERSITY

1. You can use this online Help System to locate University and course information and print individual Catalog sections. To navigate using the sidebar to the left:
 - Click one of the main divisions (1 through 14 or Course Descriptions) to see topics in that portion of the Catalog.
 - Click a topic to display the corresponding information.
 - Click on the Print button to print the information.
2. When navigating through any School section of the online Catalog, each course title will appear in **blue text**. By "clicking" on the text, the course description is displayed for immediate viewing. Clicking the title again will close the description.
3. You can also use the Search function to locate the topic you are looking for or click on "Table of Contents/Print Version" and click on a topic listed in the Table of Contents to go directly to that topic in the document.
4. If you wish to view and/or print the entire Catalog as a single document, click on "Table of Contents/Print Version"; to print the entire Catalog as a single document, click File, then click Print.
5. To return to the portal or web site from which you selected to view the Catalog, use your browser's Back button.
6. Direct any questions about the Catalog to your Academic Advisor or the appropriate Office of the University.

MISSION

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

VISION

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

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

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

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

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

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

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

The current graduation calendar and general information about the Northcentral University graduation process and ceremony schedule can be found at <http://www.ncu.edu>. The 2015 graduation ceremony will take place on July 18th, 2015.

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

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

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

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

Jerry Israel, PhD (Chair)

Karen F. Rizk (Vice Chair)

Harold Greenberg (Secretary/Treasurer)

Martin Gottlieb, DHL (Member)

Wesley Fuller (Member)

Brian Hermelin, MBA (Member)

James Horton, PhD (Member)

Steve Linden (Member)

Curtis L. McCray, PhD (Member)

Kevin Prokop, MBA (Member)

Barbara Ross-Lee, D.O., FACOFP (Member)

John Schnabel, MBA (Member)

William Whittington, JD (Member)

Founded in 1996, Northcentral University (NCU) is a regionally accredited, private, online and graduate- focused university serving professionals globally. Northcentral University offers doctoral, master's and bachelor's degrees in business and technology management, education, psychology as well as marriage and family therapy. Courses are taught one-to-one by a member of NCU's 100 percent doctoral faculty, and there are no physical residency requirements. Northcentral University is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).

Northcentral University educates professionals throughout the world by providing an opportunity to earn a quality degree online from a U.S. regionally accredited University. We are committed to helping our students achieve academically and become valuable contributors in their communities and within their professions.

Facts and Figures

- Northcentral University was founded in 1996 in Prescott, Ariz.
- Northcentral University includes five schools:
 - The School of Education
 - The School of Business and Technology Management
 - The School of Marriage and Family Sciences
 - The School of Psychology
 - The Graduate School
- Northcentral University offers bachelor's, master's and doctoral degrees taught completely online; no physical residency is required.
- Northcentral University has more than 5,500 alumni.
- Northcentral University has nearly 10,000 students.
- Ninety-eight percent of Northcentral University's student body are graduate students; 69 percent of whom are completing their doctoral degree.
- Students from more than 58 countries, on six continents, attend Northcentral University.
- All Northcentral University faculty – full-time and adjunct – have a doctoral degree.
- Northcentral University offers the first ever Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Accredited distance based Marriage and Family Therapy program. .
- Northcentral University's teaching method is based on a one-to-one learning model where students work directly with their faculty. There are no team projects.
- Student support services include:

- *New student orientation* - provides students new to Northcentral University with an online, interactive tour of the student portal, library and writing center, as well as highlights methods for engaging with faculty and fellow students.
- Northcentral University Library supports degree programs by making accessible thousands of scientific and academic publications through databases such as EBSCO Host, SAGE Journals Online, Wiley Online Library, ProQuest, and many others.
- The Academic Success Center provides American Psychological Association (APA) writing assistance and support materials.
- The *Dissertation Center* provides resources and tools for students in doctoral programs.
- *Smarthinking* is an on-demand tutoring service staffed by qualified tutors.
- The *Virtual Bookstore* buys and sells course textbooks.
- *ePortfolio* enables students to organize, store and display written documents, photos, spreadsheets, graphics and references. Students can also create online, password-protected portfolios.

Accreditation

- Northcentral University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).
- Northcentral University programs in the School of Business and Technology Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Northcentral University offers the first and only primarily distance-based Master of Arts in Marriage and Family Therapy (MAMFT) accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).
- Northcentral's School of Education has received five year initial accreditation through the Teacher Education Accreditation Council (TEAC) for eight PK-12 specializations in the Master of Education (M.Ed.) program.

Academic Alignment

- Northcentral University is a Registered Education Provider (R.E.P.) for the Project Management Institute (PMI) ®.
- The Society for Human Resource Management (SHRM) has recognized Northcentral's Human Resources Management specializations for the BBA and MBA programs as fully aligning with SHRM's HR Curriculum Guidebook and Templates.

Awards and Recognition

- Northcentral University's Business school ranked #5 in faculty credentials and training by US News & World Report in 2011.
- Northcentral University's Education school ranked #6 in faculty credentials and training by US News and World Report in 2011.
- Northcentral University is ranked in the top 25 online schools by TheBestDegrees.org.

Academic Leadership

- Scott Burrus, PhD, is the Provost and Chief Academic Officer of Northcentral University
- John LaNear, PhD, is the Senior Vice President of Academic Affairs.
- Branden Henline, PhD, is the Vice President of Teaching and Learning.
- Peter Bemski, PhD, is the Dean of the School of Business and Technology Management
- Cindy K. Guillaume, EdD, is the Dean of the School of Education
- Robert (Bob) Haussmann, PhD, is the Dean of the School of Psychology
- James Billings, PhD, is the Dean of the School of Marriage and Family Sciences
- Greg Bradley, PhD, is the Dean of The Graduate School and Vice President of the Office of Research

Key Dates in NCU History

- 1996 – Northcentral University is founded by Dr. Don Hecht in Prescott, Ariz.
- 1997 – Northcentral University's School of Business and Technology Management is created.
- 1997 – Northcentral University enrolls its first student.
- 1998 – Northcentral University is granted a provisional degree-granting license by the State of Arizona Board for Private Postsecondary Education.
- 2000 – Northcentral University hosts its first commencement ceremony, on June 17, for graduates from 1999 and 2000.
- 2003 – Northcentral University becomes institutionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).
- 2004 – The School of Education at Northcentral University is formed.

- 2006 – Northcentral University establishes a presence in the Valley of the Sun, in Tempe, Ariz.
- 2007 – Northcentral University relocates to Prescott Valley, Ariz. from Prescott, Ariz.
- 2007 – Dr Clinton Gardner is named president of Northcentral University.
- 2007 – The Certificate of Advanced Graduate Studies (CAGS) program is announced.
- 2007 – Northcentral University is selected as an FBI National Academy Associates education partner.
- 2007 – Northcentral University forms the Lambda Eta Chapter of Delta Mu International Honor Society (for students of business administration).
- 2007 – Northcentral University's School of Business and Technology Management receives Accreditation Council for Business Schools and Programs (ACBSP) accreditation for all business degree programs.
- 2007 – Northcentral University forms the first virtual chapter of Kappa Delta Pi, an international society in the field of education.
- 2007 – Northcentral University and Rio Salado College announce a teacher education partnership for a bachelor's-completion program.
- 2008 – Northcentral University is accepted by Alpha Phi Sigma Honor Society (for students of criminal justice); forms Iota Pi Chapter.
- 2008 – The Higher Learning Commission (HLC) formally reaffirms accreditation of Northcentral University.
- 2008 – The Accreditation Council for Business Schools and Programs (ACBSP) selects Northcentral University's *Strategic Knowledge Studies* program as a world-class offering.
- 2009 – Northcentral University receives provisional approval to offer Title IV funding from the U.S. Department of Education.
- 2010 – Dr Clinton Gardner is named president and provost of Northcentral University.
- 2010 – Northcentral University announces Charter Membership in the Golden Key International Honour Society (the largest collegiate honor society).
- 2011 – Northcentral University officially launches The Graduate School.
- 2011 – Northcentral University's Master of Arts in Marriage and Family Therapy (MAMFT) becomes an approved degree program for the State of California.
- 2012 – Northcentral University announces and begins implementation of the full time dissertation faculty model.

- 2012 – Dr. Clinton Gardner announces his retirement; George Burnett is named C.E.O. and president of Northcentral University.
- 2012 – Dr Scott Burrus is named provost of Northcentral University.
- 2012 – Northcentral University and Rio Salado College, receive approval from the Arizona State Board of Education to offer a 3+1 bachelor's degree in education.
- 2013 – Northcentral University becomes the first school to offer a primarily distance-based Master of Arts in Marriage and Family Therapy (MAMFT) accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).
- 2013 – The School of Behavioral and Health Sciences splits into the School of Psychology and the School of Marriage and Family Sciences.
- 2013 – Eight PK-12 specializations in the Master of Education (M.Ed.) program receive five year initial accreditation through the Teacher Education Accreditation Council (TEAC)
- 2013 - Northcentral University receives approval from the Arizona Department of Education to offer a PK-12 Principal Preparation Program at the Master's level.

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

Holiday	2015 Closure Date
New Year's Holiday	Thursday, January 1
Memorial Day	Monday, May 25
Independence Day	Friday, July 4
Labor Day	Monday, September 7
Thanksgiving	Thursday and Friday, November 26 and 27
Winter Holiday / Christmas Eve and Christmas Day	Thursday and Friday, December 24 and 25

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

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

- have been completed at a regionally or nationally accredited academic institution;
- be equivalent to the degree program requirements, including specified electives;
- and appear on an official transcript from the institution where they were earned.

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

Transcript Evaluation for Students Using GI® Bill Benefits

Students electing to use veterans or GI Bill® benefits to pay for tuition are required to provide all transcripts of prior education including all military related transcripts. A copy of an unofficial transcript is sufficient for the purpose of an initial evaluation. If NCU identifies available transfer credit then an official copy will be required. All unofficial transcripts are required by 24 weeks after the student's start date or students may risk funding eligibility.

Credits from Foreign Institutions

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

Undergraduate

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

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

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

- College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DSST/DANTES),
- Council for Adult and Experiential Learning (CAEL) Prior Learning Assessment Portfolio, and
- Excelsior College (formerly Regents College) Exams.

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

Post-Baccalaureate Certificates

Transfer credits are not accepted to Northcentral University Post-Baccalaureate Certificate programs.

Education Specialist Programs

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

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

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

Master's Programs

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

graduate level; exceptions may be made at the Dean's discretion:

- Completed at regionally or nationally accredited post-secondary institution;
- Completed within last five calendar years of acceptance at Northcentral;
- Do not exceed a maximum of 6 graduate semester credits; exceptions to the stated maximum may be granted by the School Dean with approval of the Provost;
- Do not include any credits from a conferred Master's degree;
- If proposed to satisfy the statistics course requirement of a Northcentral University Master's degree, must be equivalent to Northcentral University statistics courses, as demonstrated by a transfer course description.
- Grade received in the proposed transfer course must be a B or higher.

The **Master of Arts in Marriage and Family Therapy** may accept a maximum of 15 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the Master degree program in Marriage and Family Therapy.

Post-Master's Certificates

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

Doctoral Programs

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

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

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

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

Prior Learning Credits

Prior Learning Credit is credit that students are given for learning that has taken place outside of a traditional academic environment. The experience must match the learning experience provided in

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

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

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

Applying Credit Between Northcentral University Degree Programs

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

Northcentral University students, except School of Business and Technology Management students, who continue their graduate studies from Master's to Doctoral are permitted to satisfy a maximum of 6 master's or doctoral credits into their doctoral program based on the current program of study and with written verification from the School Dean (or their designee) that the courses meet requirements for both degrees.

School of Business and Technology Management students who continue their graduate studies from Master's to Doctorate are permitted to use a maximum of 6 master's credits toward their doctoral program. The master's courses permitted for transfer is prescribed and includes MBA5102-8 to replace BTM7101-8.

The majority of the credits from the conferred Northcentral University EdS program may satisfy a maximum of 27 credits toward the Northcentral EdD. Students that migrate to the EdD, from the same specialization as the conferred EdS are required to complete research methods, comprehensive examination, and dissertation courses based on the current program requirements. Students that elect a specialization different than their conferred EdS are required to satisfy all EdD degree requirements.

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

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

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

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

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

Official Admission

Northcentral University requires students to provide official documentation of previous education to be considered officially admitted to the university. Northcentral accepts the following as official documentation:

- Official transcript, defined as a document in a
 - sealed envelope from the institution via mail OR
 - received electronically through a 3rd party transcript processor (e.g.:eScrip, Parchment, National Student Clearinghouse, Transcripts on Demand)
- Unofficial transcripts, through an official source, with degree conferral statement requires
 - an official degree verification from the National Student Clearinghouse
- Unofficial transcript, through an official source, without degree conferral statement requires
 - an attestation of conferral by the applicant and an official degree verification from the National Student Clearinghouse

Unofficial transcripts at minimum must include the following information:

- student's full name
- name of school
- course and/or term dates
- earned and attempted credit totals
- grade point average (GPA)
- name of degree and conferral date (if applicable)
- all pages of the transcript.

Note: Degree audit reports and grade reports are not considered unofficial transcripts. A transcript with the minimum pieces of information listed above must be provided. If any of the above information is absent the registrar's office may be petitioned will decide if the document is acceptable based on the information provided..

Students who have provided an attestation of conferral for a future date will not be scheduled until official documentation confirming degree conferral is received.

Once a student is considered officially admitted he or she may receive financial aid.

Provisional Admission

Northcentral University may offer provisional admission to applicants who, as a result of documented extenuating circumstances, cannot provide official documentation prior to the first day of class but can demonstrate meeting the basis for admission through unofficial documentation and a written student attestation. A student who is admitted on a provisional basis is only granted official admission status once all official documentation has been received by Northcentral University. While provisionally accepted students will not receive financial aid disbursements. Once official documentation is received; Title IV funds may be released.

To be considered for provisional admission students must demonstrate:

- an extenuating circumstance that is preventing the retrieval of an official document
- high probability that the official document will be received by Northcentral University by 90 days after the initial start date

Provisional Admission for Students with U.S. Transcripts

Students who have provided unofficial transcripts from U.S. institutions may be offered Provisional Admission status for a maximum of 90 days starting with the first day of enrollment in an NCU course. Students who do not provide the required official documentation prior to the 91st day of enrollment will be administratively dismissed by the University.

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

Provisional Admission for Students with International Transcripts

Students who have provided unofficial transcripts from international institutions (and an attestation of degree conferral and/or total credits completed when requested) may be offered Provisional Admission status for a maximum of 180 days starting with the first day of enrollment in an NCU course. Students who do not provide the required official documentation prior to the 181st day of enrollment will be administratively dismissed by the University. Students who have been dismissed for failure to provide official documentation within the allotted time frame will not be allowed to reenter the University until all official documentation has been provided. Students provisionally admitted will not be eligible for Title IV.

Provisional Admission for Students with Equivalency Evaluation

Northcentral University will provisionally accept internationally awarded degrees as the basis for admission provided an unofficial degree equivalency evaluation from a Northcentral University approved credential evaluation agency is provided. During the enrollment process, Northcentral will

work with an applicant to determine which approved credential evaluation may be recommended for their personal situation. A list of Northcentral University approved credential evaluation agencies can be found on Northcentral University's public website. All official transcript evaluations completed by approved credential evaluation agencies are due 180 days after the start of the student's first course. An official credential evaluation is defined as being received:

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

Second Degrees

Students who have a conferred Bachelor degree from a regionally or nationally accredited college or university can earn a second Bachelor's in the same discipline by completing a minimum thirty (30) credits as stipulated for an undergraduate specialization. If the second Bachelor's is not in the same discipline, twelve additional credits will be required for pre-requisite fundamental courses.

Students in, or who have completed, their Bachelor's or Master's program at Northcentral University and wish to earn a second degree at the same or higher program level are subject to the University's Basis of admissions policy and total credit and specialization requirements of the specific program.

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

Refer to the policy on Changing Degree Programs for information on substituting another program for the current program.

English Proficiency

If English is the second language of a student or the student is submitting a transcript from a non-English instruction school for basis for admissions purposes, an official score demonstrating English proficiency is required for admission. A minimum official examination score is required for basis of admission to all Northcentral University programs as outlined under English Proficiency.

Full Acceptance Requirements - Undergraduate Programs

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

- An official high school transcript, or the equivalent of a high school diploma*

AND

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

OR

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

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

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

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

Full Acceptance Requirements - Master's Programs

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

MEd with Specialization in PK-12 Principal Leadership - In addition to general requirements for admission to an MEd program, applicants to the MEd program with specialization in PK-12 Principal Leadership must have:

- a prior GPA of 2.5 or better,
- a public school teaching license/certificate,
- a minimum of 3 years' successful, full-time teaching experience, and
- additional requirements as specified in the NCU PLCS Application form.

Master's Programs in the School of Marriage and Family Sciences - In addition to evidence of the conferred degree, applications for admission to the School of Marriage and Family Sciences Master's programs require prior to the first date of attendance:

- Current resume or CV
- Statement of intent

- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check (All applicants that currently live or who have ever lived in the United States are required to complete a background check through NCU's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT license are exempt from the requirement.)

For the Master's program (MBA) in the **School of Business and Technology Management**, there are two options for entering:

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.

Evaluation Track - Individuals who do not meet direct entry requirements will begin their degree plan with MBA5102-8 Welcome to Changing Times -- Business in the 21st Century, followed by SKS5000-8 Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS5000-8 take the remaining courses in their degree plan.

Full Acceptance Requirements - Certificate Programs

Post-Baccalaureate Certificates

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

Post-Master's Certificates

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

Full Acceptance Requirements - Doctoral Programs

Admission to a Northcentral University Doctoral program (including the Education Specialist – EdS – program) in the School of Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a nationally or regionally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

Admission to the Doctoral program in the School of Business and Technology Management will be determined by the degree used to meet the basis for admission.

Doctoral program in the School of Business and Technology Management – 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 Technology Management.

Direct Entry – Individuals with either a previously completed master's degree in:

- 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.

may immediately begin the doctoral program through the DBA or PhD track.

Evaluation Track – Individuals not meeting the direct entry requirements are required to take SKS7000-8 Doctoral Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BTM7101-8 Foundations for Doctoral Studies in Business followed by SKS-7000-8 Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS7000-8 take the remaining courses in their degree plan.

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

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

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

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

- Applicants with a previously completed master's degree in marriage and family therapy

from a COAMFTE accredited program meet the educational requirements to enter the 69 credit Ph.D. program. These applicants will still need to complete the additional application steps (e.g. complete MFT specific applicant packet, one-on-one interview with MFT faculty, complete a national background check.)

- Applicants with a completed master's degree in a clinical discipline (counseling, clinical psychology, or social work) and who are licensed or license eligible (i.e., in the process of pursuing licensure) in a clinical discipline must have their previous transcripts evaluated for potential transfer credit to meet some or all of the standard curriculum requirements (taken from the MAMFT program).

In addition to evidence of the conferred degree, applications for admission to the School of Marriage and Family Sciences' Doctoral programs require prior to the first date of attendance:

- Current resume or CV
- Statement of intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check (All applicants that currently live or who have ever lived in the United States are required to complete a background check through NCU's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT license are exempt from the requirement.

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

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

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

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

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

<https://apply.ncu.edu>

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

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

Students should also periodically review these requirements.

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

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

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

Acceptable Transcripts

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

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

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

Coursework Credits

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

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

Military Experience Credits

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

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

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

Address for Submission of Transcripts

Registrar's Address

Office of the Registrar
Northcentral University
8667 E. Hartford Drive, Suite 110
Scottsdale, AZ 85255

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

How to Demonstrate English Proficiency

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

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

Proficiency Score Thresholds for Tests Accepted by N		
TOEFL iBT	TOEFL pBT	IELTS
79	550	6.5

Exemption

If within two years prior to applying for admission to Northcentral University, the potential student 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, he or she will not be required to demonstrate English proficiency through an official exam.

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

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

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

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

Policy

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

All payment arrangements for the first course(s) must be made before the first course(s) will be issued. Those students wanting to use student financial aid must complete all required eligibility paperwork and make the required payment arrangements before the first course(s) will be issued.

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

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

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

Incomplete applications will not be evaluated.

Applicants must request official transcripts be sent directly to Northcentral University from prior colleges and universities during the application process. Acceptance may be granted based on unofficial transcripts. However, all official, sealed transcripts must be received from U.S. institutions within 90 days of the start of the first course, and from foreign institutions within 6 months of enrollment.

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

Northcentral 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.

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

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

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

Overview of Northcentral University Payment Plans and Fees

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

Payment Plans and Fee Information:

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

Undergraduate Payment Plans

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

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

Northcentral University Payment Plan - This monthly payment plan covers the direct Northcentral University tuition costs for each course only.

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

Procedural Steps for the Northcentral University Payment Plan:

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

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

Other Important Details about Northcentral University Payment Plans:

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

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 Northcentral University. Such pre-payment will confirm the tuition rate for the duration of the student's entire program (excluding additional or retaken courses).

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

Northcentral University Payment Plan - This monthly payment plan covers the direct Northcentral University tuition costs for each course.

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

Procedural Steps for the Northcentral University Payment Plan:

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

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

Other Important Details about Northcentral University Payment Plans:

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

Financial Aid

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

Importance of Meeting Financial Obligations

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

Personal Responsibility

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

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

It is the sole responsibility of the individual applying to Northcentral University to ensure and confirm his or her eligibility for any funding options prior to enrollment and first course request.

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

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

Forbearance and Deferment Options

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

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

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

Northcentral University recommends that students and prospective students address their

forbearance or deferment needs with their respective lender(s) to clarify the eligibility requirements for forbearance or deferment.

Default of Financial Obligation

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

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

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

Students have the right to withdraw from the University at any time. Northcentral University team members who receive a request to withdraw from the University will process the request on behalf of the student, using the date they received the request as the Request Date.

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

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

Course Drop

Students may drop a course at any time. However:

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

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

Calculating Refunds

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

Withdrawal or Drop Prior to Course Registration

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

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

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

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

Over 7 days from and including Course Start Date

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

Refund Processing Time

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

Description of Miscellaneous Fees	Fee Amounts
Learning Management Fee, one-time, per program as noted in Total Estimated Cost of Program section.	\$350.00
Official Transcript Fee	\$10.00
Lost/Damaged Interlibrary Loan Book Processing Fee*	\$10.00*
Declined Credit Card Fee	\$25.00
Late Payment Fee	\$25.00
Returned Check Fee	\$25.00

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

Miscellaneous Fee Information:

- **Official Transcript Fee** is charged for each official transcript requested
- **Returned Check Fee** is charged if a check is returned for non-sufficient funds.
- **Credit Card Declined Fee** is charged if a charge to a credit card account is declined.
- **Lost/Damaged Interlibrary Loan Book Processing Fee** is charged for all lost or damaged Interlibrary Loan books and materials.

NOTE: All fees are non-refundable.

Military Tuition Assistance

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

Veteran Educational Benefits

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

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

Tribal Funding

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

General

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

As an online university, Northcentral University uses the total program tuition cost (which includes registration and graduation fees; and dissertation fees for doctoral students; plus the one-time per program Learning Management Fee) in its estimated cost of attendance calculation. Non-institutional grants and scholarships, Northcentral University affiliation preferred tuition rates, or any other forms of tuition reduction will affect the estimated cost of attendance calculation. Northcentral University does not include the room, board, textbook costs, transportation, childcare, or personal expenses in its calculation of the estimated cost of attendance.

School of Business and Technology Management

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses at 3 Credits Per Course	20
Cost Per Course (3 X Bachelor's Degree Credit Hour Rate of \$432)	\$1,296
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$26,270

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

Post-Baccalaureate Certificate - Business

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X Post-Baccalaureate Credit Hour Rate of \$7732)	\$2,319
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$9,626

Master of Business Administration (MBA)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses at 3 Credits Per Course	10
Cost Per Course (3 X MBA Credit Hour Rate of \$773)	\$2,319
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$23,540

Post-Master's Certificate - Business Administration

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X –Post-Master's Credit Hour Rate of \$906)	\$2,718
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$16,658

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

Total Number of Credit Hours Required to Complete Program	54-66
Number of Courses at 3 Credits Per Course	18-22
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$906)	\$2,718
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$49,274-60,146

Doctor of Philosophy Degree Program (PhD) - Business Administration

Total Number of Credit Hours Required to Complete Program	60 - 75
Number of Courses at 3 Credits Per Course	20-25
Cost per Course (3 Credits X Doctoral Credit Hour Rate of \$1,026)	\$3,078
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$61,910-

	77,300
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School of Education

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	30
Number of Courses at 3 Credits Per Course	10
Cost Per Course (3 X Bachelor's Degree Credit Hour Rate of \$432)	\$1,296*
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$13,310

*There is a \$75 placement fee for each of the field experience courses (ED4003-A, -B, and -C, and ED4004-A, -B, and -C) in the BEd program administered jointly with Rio Salado College. The fee is added to each of the respective course's tuition. However, students in this program may be eligible for a tuition reduction; consult your Enrollment Advisor for more information.

Post-Baccalaureate Certificate - Education*

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X Post-Baccalaureate Credit Hour Rate of \$598)	\$1,794
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$7,526

**With the Exception of English Language Arts Excellence in the Common Core and Mathematics Excellence in the Common Core (below)*

Post-Baccalaureate Certificate - Education

*English Language Arts Excellence in the Common Core
Mathematics Excellence in the Common Core*

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4

Cost Per Course (3 X Post-Baccalaureate Credit Hour Rate of \$460)	\$1,380
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$5,870

Master of Education (MEd) - PK-12 Principal Leadership Specialization*

Total Number of Credit Hours Required to Complete Program	36
Number of Courses at 3 Credits Per Course	12
Cost Per Course (3 X MEd Credit Hour Rate of \$598)	\$1,794
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$21,878

*Prepares candidates for Arizona PK-12 Principal Certification

Master of Education (MEd) - All Other Specializations

Total Number of Credit Hours Required to Complete Program	30
Number of Courses at 3 Credits Per Course	10
Cost Per Course (3 X MEd Credit Hour Rate of \$576)	\$1,794
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$18,290

Post-Master's Certificate - Education

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X –Post-Master's Credit Hour Rate of \$902)	\$2,706
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$16,586

Education Specialist Program (EdS)

Total Number of Credit Hours Required to Complete Program	33
Number of Courses at 3 Credits Per Course	11
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$849)	\$2,547
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$28,367

Professional Doctoral Degree Program – Doctor of Education (EdD)

Total Number of Credit Hours Required to Complete Program	54-66
Number of Courses at 3 Credits Per Course	18-22
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$902)	\$2,706
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$49,058-59,882

Doctor of Philosophy Degree Program (PhD) - Education

Total Number of Credit Hours Required to Complete Program	60-75
Number of Courses at 3 Credits Per Course	20-25
Cost per Course (3 Credits X Doctoral Credit Hour Rate of \$1,026)	\$3,078
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$61,910-77,300

School of Marriage and Family Sciences

Program requirements may vary, please reference Marriage and Family Therapy information in Section 11 of this catalog for details regarding leveling credits and/or additional courses needed for state licensure.

Note: In the Marriage and Family Therapy training programs (MA and PhD), in some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their

practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.

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

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X Post-Baccalaureate Credit Hour Rate of \$848)	\$2,544
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$10,526

Master of Arts - Marriage and Family Therapy (MFT)

Total Number of Credit Hours Required to Complete Program	45-60
Number of Courses at 3 Credits Per Course	15-20
Cost Per Course (3 X MFT Master's Credit Hour Rate (\$848))	\$2,544
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$38,510 - 51,230

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

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X Post-Master's Certificate - Credit Hour Rate of \$953)	\$2,859
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$17,504

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

Total Number of Credit Hours Required to Complete Program	69-105
Number of Courses at 3 Credits Per Course	23-35

Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$953)	\$2,859
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$66,107-100,415

School of Psychology

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses at 3 Credits Per Course	20
Cost Per Course (3 X Bachelor's Degree Credit Hour Rate of \$432)	\$1,296
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$26,270

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

Post-Baccalaureate Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	12
Number of Courses at 3 Credits Per Course	4
Cost Per Course (3 X Post-Baccalaureate Credit Hour Rate of \$752)	\$2,256
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$9,374

Master of Arts in Psychology (MA)

Total Number of Credit Hours Required to Complete Program	36
Number of Courses at 3 Credits Per Course	12
Cost Per Course (3 X Psychology Master's Credit Hour Rate (\$752))	\$2,256
Learning Management Fee, one-time per program	\$350

Total Estimated Cost of the Program	\$27,422
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Post-Master's Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	18
Number of Courses at 3 Credits Per Course	6
Cost Per Course (3 X –Post-Master’s Credit Hour Rate of \$967)	\$2,901
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$17,756

Doctor of Philosophy Degree Program (PhD) - Psychology

Total Number of Credit Hours Required to Complete Program	60-75
Number of Courses at 3 Credits Per Course	20-25
Cost Per Course (3 Credits X Doctoral Credit Hour Rate of \$967)	\$2,901
Learning Management Fee, one-time per program	\$350
Total Estimated Cost of the Program	\$58,370-72,875

Base Per Course Tuition Rates

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

Degree Type	Base Per Course Tuition Rate
Bachelor's Degree	\$1,296
Post-Baccalaureate Certificate	Same as Per Course Tuition Rate for School's Master's Degree*
Post-Baccalaureate Certificate in: <ul style="list-style-type: none"> • English Language Arts Excellence in the Common Core • Mathematics in the Common Core 	\$1,380

Master's Degree in the School of Business and Technology Management	\$2,319
Master's Degree in the School of Education	\$1,794
Master's Degree in the School of Psychology	\$2,256
Master's Degree in the School of Marriage and Family Sciences	\$2,544
Post-Master's Certificate - School of Business and Technology Management	\$2,718
Post-Master's Certificate - School of Education	\$2,706
Post-Master's Certificate - School of Psychology	\$2,901
Post-Master's Certificate - School of Marriage and Family Sciences	\$2,859
Doctor of Business Administration (DBA)	\$2,718
Education Specialist (EdS)	\$2,547
Doctor of Education (EdD)	\$2,706
Doctor of Philosophy Degree (PhD) – Business Administration, Education	\$3,078
Doctor of Philosophy Degree (PhD) – Marriage and Family Sciences	\$2,859
Doctor of Philosophy Degree (PhD)- Psychology	\$2,901
Non-Degree (Undergraduate)	\$1,296
Non-Degree (Graduate)	\$2,706

**With the Exception of English Language Arts Excellence in the Common Core and Mathematics Excellence in the Common Core*

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 .

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

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

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

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

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

Waivers of Tuition and/or Fees

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

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

Method of Payment

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

- Self-Pay
- Title IV Federal Financial Aid
- Private Loans
- Grants
- Scholarships
- Tuition Assistance
- Employer Vouchers
- Northcentral University Payment Plans

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

Statement of Financial Responsibility

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

Base Per Course Tuition

Degree Type	Base Per Course Tuition Rate
Bachelor's Degree	\$1,296
Post-Baccalaureate Certificate	Same as Per Course Tuition Rate for School's Master's Degree*
Post-Baccalaureate Certificate in: <ul style="list-style-type: none"> English Language Arts Excellence in the Common Core Mathematics Excellence in the Common Core 	\$1,380
Master's Degree in the School of Business and Technology Management	\$2,319
Master's Degree in the School of Education	\$1,794
Master's Degree in the School of Psychology	\$2,256
Master's Degree in the School of Marriage and Family Sciences	\$2,544
Post-Master's Certificate - School of Business and Technology Management	\$2,718

Post-Master's Certificate - School of Psychology	\$2,901
Post-Master's Certificate - School of Education	\$2,706
Post-Master's Certificate - School of Marriage and Family Sciences	\$2,859
Doctor of Business Administration (DBA)	\$2,718
Education Specialist (EdS)	\$2,547
Doctor of Education (EdD)	\$2,706
Doctor of Philosophy Degree (PhD) – Business Administration, Education	\$3,078
Doctor of Philosophy Degree (PhD) – Marriage and Family Sciences	\$2,859
Doctor of Philosophy Degree (PhD)- Psychology	\$2,901
Non-Degree (Undergraduate)	\$1,296
Non-Degree (Graduate)	\$2,706

**With the Exception of English Language Arts Excellence in the Common Core and Mathematics Excellence in the Common Core*

Tuition and Fee Information:

- All applicable tuition is charged and due at the time the student enters a course room.
- A one-time only, per program Learning Management Fee of \$350 will be charged when a student vests in his or her first course. This fee will be waived for qualified students utilizing Military Tuition Assistance as a primary payment method and for students enrolled in non-degree courses and the fee will be \$250 for students who are active military and not utilizing Military Tuition Assistance, veterans, military retirees and military spouse.
- The University reserves the right to change tuition rates as it deems necessary.
- Alumni needing a replacement copy of the Northcentral University Diploma or Certificate are charged a replacement fee.

The financial aid process begins when a student indicates their interest in financial aid during the application process and discusses their intent with a Tuition Planner. 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

1. FAFSA

Each applicant requesting federal financial aid must have a current and valid Institutional Student Information Report (ISIR) on file with Northcentral and the U.S. Department of Education. The FAFSA must be completed 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 23, 2014 may complete the 2013/2014 FAFSA. New students starting courses after June 23, 2014 must complete the 2014/2015 FAFSA.

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

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

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

3. Master Promissory Note (MPN)

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

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

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

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

4. Entrance Counseling

Borrowers of a Stafford loan, PLUS loan and/or Grad/PLUS loan who have never received a disbursement from these federal loan programs must receive entrance counseling before the first disbursement of the loan can be made. Northcentral provides entrance counseling online.

Financial Aid History

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

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

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

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

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

Student Notification of Verification

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

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

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

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

Submission of Verification Documents

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

In the event the student has a qualified IRA rollover NCU will request a written statement from the

tax filer indicating the amount of the distribution that was included in the IRA rollover.

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

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

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

Verification Exclusions

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

- Spouse Unavailable – applicant's data must still be verified according to other requirements. This exception is only for spousal data in which the:
 - Spouse is deceased or mentally incapacitated,
 - Spouse is residing in a country other than the United States and cannot be contacted by normal means,
 - Spouse cannot be located because his or her address is unknown and the applicant cannot obtain it.
- Parents Unavailable – applicant's data must still be verified according to other requirements. This exception is only for parental data in which the:
 - Applicant's parents are deceased or mentally incapacitated,
 - Parents are residing in a country other than the United States and cannot be contacted by normal means,
 - Parents cannot be located because their address is unknown and applicant cannot obtain it.
- Death of a student - if an interim disbursement has been made and the student dies before verification is completed, no further verification is required. No additional funds can be disbursed, including disbursement to any of the student's beneficiaries.
- NCU re-verifies students who may have completed the verification process for the same award year while attending another institution. An exception is made for undergraduate students who transfer from Rio Salado Community College.
- Unsubsidized and/or PLUS funds – as these funds are not based on the EFC, verification is not required if these are the only awards and the student was not otherwise eligible for a Pell grant or Subsidized Stafford Direct loan.
- Not a Title IV Recipient – if a student will not be receiving federal student aid for reasons

other than the failure to complete verification, verification is not required.

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

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 credits
- household size
- number in college
- Supplemental Nutrition Assistance Program (SNAP) benefits
- child support paid

Students who are not tax filers must verify the following:

- income earned from work
- household size
- number in college
- SNAP benefits
- child support paid

SNAP Verification Group. Students in this group must verify the receipt of SNAP benefits.

Child Support Paid Verification Group. Students must verify child support paid by them or their spouse, their parents, or both.

Custom Verification Group. Students must verify high school completion status and identity/statement of educational purpose in addition to receipt of SNAP benefits and payment of child support.

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

Household Resources 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
- Other Untaxed Income on the 2014–2015 FAFSA–
 - Payments to tax-deferred pension and savings (Questions 45a and 94a)
 - Child support received (Questions 45c and 94c)
 - Housing, food and other living allowances paid to members of the military, clergy and others (Questions 45g and 94g)
 - Veterans non-education benefits (Questions 45h and 94h)
 - Other untaxed income (Questions 45i and 94i)
 - Money received or paid on the applicant’s behalf (Question 45j)
- Education Credits
- Number of Household Members
- Number in College
- Supplemental Nutrition Assistance Program (SNAP–Food Stamps), if included on the ISIR
- Child Support Paid, if included on the ISIR

Students who are not tax filers must verify the following:

- Income Earned from Work
- Other Untaxed Income on the 2014–2015 FAFSA–
 - Payments to tax-deferred pension and savings (Questions 45a and 94a)
 - Child support received (Questions 45c and 94c)
 - Housing, food and other living allowances paid to members of the military, clergy and others (Questions 45g and 94g)
 - Veterans non-education benefits (Questions 45h and 94h)
 - Other untaxed income (Questions 45i and 94i)
 - Money received or paid on the applicant’s behalf (Question 45j)
- Number of Household Members
- Number in College
- Supplemental Nutrition Assistance Program (SNAP – Food Stamps), if included on the ISIR
- Child Support Paid, if included on the ISIR

Separation of Income

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

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

Conflicting and Inaccurate Information

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

Filing a Tax Extension

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

Time Limits

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

Handling Conflicts in Taxable Income

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

Resolution

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

Examples of documentation to support resolution of conflicting information include:

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

Referral of Fraud Cases

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

Definition of Disbursement and Disbursement Methods

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

Academic Year Definitions:

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

Payment Period Definitions:

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

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

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

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

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

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

Responsibility for Disbursement of Funds

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

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

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

Disbursement Eligibility

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

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

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

Late Disbursements

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

Stafford Loans and PLUS/Grad PLUS Loans :

- The loan must be originated on or before the end of the loan period or graduation date.
- The student must meet all other eligibility criteria (i.e., Satisfactory Academic Progress (SAP), started the loan period within 30 days, completed prior academic year, met admission criteria, and so on).
- The disbursement must be made within 180 days after the date the student becomes ineligible.
- In the case of a late disbursement, if there is a withdrawal date in the academic year (AY), and the student has completed more than 60% of the AY half, the student may be eligible for a late disbursement.
- In the case of a late 2nd disbursement, if there is a withdrawal date in the AY, the student may be eligible for a late disbursement if he or she has successfully completed the period for which the loan was intended.

Grants :

- A valid ISIR for the award year has been received prior to the student's withdrawal date, or the Department of Education's ISIR deadline dates, whichever is earlier.
- The student has met all other eligibility criteria (i.e. SAP, completed prior academic year credits, met admission criteria, and so on).
- The disbursement must be made by the Department of Education's payment deadlines for the given award year or within 180 days after the date Northcentral University determined that the student withdrew, whichever is earlier.
- If there is a withdrawal date in the AY and the student has completed more than 60% of the academic year half, the student may be eligible for a late disbursement.
- If there is no withdrawal date in the academic year or the student has graduated, the student

may be paid retroactively for any completed payment periods subject to the above stated deadlines.

Loan Disbursement Notification

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

Student/Parent Authorizations

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

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

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

Credit Balances

The University disburses funds within 14 days after the credit balance occurs unless the student has authorized the University to retain a credit balance to assist with future charges. Authorization to hold a credit balance may be rescinded at any time.

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

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

Packaging Overview

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

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

Estimated Financial Assistance

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

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

Federal Pell Grants

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

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

There is a Lifetime Eligibility Used (LEU) limit for students eligible for a Pell Grant. If the sum of all

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

Lifetime Eligibility Used (LEU):

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

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

356	Identifies an applicant who has received Pell Grants for the equivalent of between three and three and one-half school years.
357	Identifies an applicant who has received Pell Grants for the equivalent of between three and one-half and four school years.

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

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

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

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

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

Stafford Loans

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

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

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

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

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

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

according to the following formula:

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

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

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

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

PLUS Loans

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

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

Award Package Notification and Appeals

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

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

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

Northcentral 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 he/she wants to decline the loan or make adjustments to the amount of the loan.

Award Revisions

Once an award letter has been issued to a student, an appeal or other circumstance may require a change to the original notification. The Financial Aid Office reviews a student's circumstances, makes an adjustment to the award, and sends a revised award letter as soon as possible. The

revised award letter supersedes the original award notice, which is then no longer valid.

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

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

Overawards

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

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

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

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

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

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

When a student does not complete the payment period in which the student is currently enrolled or if the student ceases to participate in a course for more than 28 consecutive days, the University is required to determine whether any Title IV funds must be returned to the federal student aid programs. The percentage of earned and unearned portions of Title IV aid is calculated based upon the scheduled number of days in the payment period and either the date in which the student withdrew from the University or when the student ceased participating in their course work for more than 28 consecutive days. For purposes of determining the percentage of Title IV aid earned, and with the exception of a student not returning from an approved Leave of Absence, the date of withdrawal is determined to be the last date the student participated in a course. For students who have ceased participating in their course for more than 28 consecutive days, the University will record in the Return of Title IV calculation worksheet, the 14th day after the last date the student participated in the course as the date of determination. For those students, federal funds will be returned within 45 days from that date.

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

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

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

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

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

Order of Distribution

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

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. PLUS (Graduate Student)

4. PLUS (Parent)
5. Pell Grant

Withdrawal Date

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

- a student notifies Northcentral University of his intent to withdraw, or
- the institution dismisses the student, or
- the student ceases attending the institution, or
- a student fails to return from an approved Leave of Absence (LOA)

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

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

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

The withdrawal process begins on the date of determination.

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

Calculation for the Return of Title IV Funds

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

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

Calendar days completed in the payment period divided by the total calendar days scheduled in the payment period, excluding days when the student was on an approved leave of absence or a regularly scheduled break that is 5 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 is required and Northcentral University must determine the dollar amount of aid earned. The amount of Title IV aid funds earned is determined based on the following formula:

Percent of aid earned multiplied by the amount of aid disbursed and/or that could have been disbursed during the payment period.

Institutional Charges

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

Amount to be Returned

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

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

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

The amount of unearned Title IV funds the University must return when the student completes 60 percent or less of the payment period 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) is required when the Dollar Amount of Aid Earned is greater than the amount disbursed. The amount for the PWD is determined by this formula:

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

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

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

- Type and amount of Title IV aid funds that make up the PWD
- Type and amount of Title IV aid funds that have been credited to the student's account
- An explanation that the student or parent may accept or decline some or all of the PWD that is not credited to the student's account

- An explanation that informs the student or parent that no PWD will be made if the student or parent does not respond within 30 days of the letter date
- Instructions that the student or parent must submit the response in writing directly to the Financial Aid Office by either e-mail or fax.

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

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

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

Return of Veteran Affairs Educational Benefits and Military Tuition Assistance

Veteran Affairs educational benefits are certified for an eligible student under the assumption the student will attend Northcentral University during the period for which the benefit was certified.

For purposes of the Return of Veteran Affairs educational benefits calculation, the payment period is defined as one course. A return calculation is completed for the final course, or courses, a student is enrolled in, or completes, at the time of their withdrawal or dismissal from Northcentral University.

When a student does not complete the payment period in which the student is currently enrolled or if the student ceases to participate in a course for more than 28 consecutive days, the University is required to determine whether any Veteran Affairs educational benefits must be returned to the Department of Defense. The percentage of earned and unearned portions of Veteran Affairs educational benefits is calculated based upon the scheduled number of days in the payment period and either the date in which the student withdrew from the University or when the student ceased participating in their course work for more than 28 consecutive days. For purposes of determining the percentage of Veteran Affairs educational benefits 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 Veteran Affairs educational benefits worksheet, the 14th day after the last date the student participated in the course as the date of determination. For those students, unearned Veteran Affairs educational benefits will be returned within 45 days from that date.

As mandated by the Principles of Excellence, Executive Order 13607, the Return of Veteran Affairs educational benefits calculation determines what portion of Veteran Affairs educational benefits, whether disbursed or could have been disbursed, that can be used to pay institutional charges.

For students subject to a Return of Veteran Affairs educational benefits calculation, the calculation accounts for the initial charges that are assessed for the payment period. Initial charges may only

be adjusted by those changes Northcentral University makes prior to the student's withdrawal (for example, dropping a course unrelated to a withdrawal).

The following Veteran Affairs educational benefit programs in which Northcentral University participates that are covered in the Return of Veteran Affairs educational benefits calculation are:

- Chapter 33 Post 9/11 GI Bill®,
- Military Tuition Assistance

If the calculation results in the return of funds, those funds will be returned to the Department of Defense by Northcentral University.

Withdrawal Date

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

- a student notifies Northcentral University of his intent to withdraw, or
- the institution dismisses the student, or
- the student ceases attending the institution, or
- a student fails to return from an approved Leave of Absence (LOA)

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

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

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

The withdrawal process begins on the date of determination. NCU returns funds within 45 days of the date of determination.

Calculation for the Return of Veteran Affairs Educational Benefits

Northcentral University performs all Return of Veteran Affairs educational benefits calculations using the Northcentral University Return of Veteran Affairs Educational Benefits form.

Percent of Benefit Earned - The percent of Veteran Affairs educational benefits earned is based on the following formula:

Calendar days completed in the payment period divided by the total calendar days scheduled in the payment period, excluding days when the student was on an approved leave of absence or a regularly scheduled break that is 5 or more consecutive days.

If the result (percentage of aid earned) is greater than 60 percent, then 100 percent of the Veteran Affairs educational benefit disbursed, or that could have been disbursed, is considered earned, and funds need not be returned to the Department of Defense.

Amount of Benefit Disbursed – Northcentral University will estimate the amount of debt due from the student to the Department of Defense and deduct this amount from the actual funds disbursed to Northcentral University for payment of tuition charges. This amount represents the student's eligible disbursement. Northcentral University will estimate the amount of debt due from the student to the Department of Defense to determine the eligible disbursement using the following formula:

VA or TA Tuition Payment Received by Northcentral University – (Per Day Tuition Rate Paid multiplied by Number of Completed Days in the Period)

Dollar Amount of Aid Earned - If the Percent of Benefit Earned is 60 percent or less, a return to the Department of Defense is required and Northcentral University must determine the dollar amount of Veteran Affairs educational benefits earned. The amount of Veteran Affairs educational benefits earned is determined based on the following formula:

Percent of benefit earned multiplied by the amount of eligible benefits disbursed and/or that could have been disbursed during the payment period.

A student using Chapter 33 Post 9/11 GI Bill benefits has a benefit amount that could have been disbursed equal to the tuition charge multiplied by their percentage of eligibility for any courses required in the payment period that the student has not started prior to their withdrawal or dismissal. A student using Chapter 33 Post 9/11 GI Bill benefits who has exhausted all benefits will not have any funds that could have been disbursed as part of the Return of Veteran Affairs educational benefits calculation.

A student using Military Tuition Assistance will not have as part of the calculation, any funds that could have been disbursed, unless payment has not been received by Northcentral University at the time of the student's withdrawal or dismissal.

Institutional Charges

Institutional charges are used to determine the portion of unearned Veteran Affairs educational benefits that the school is responsible for returning. Institutional charges do not affect the percent of Veteran Affairs educational benefits a student earns when he or she withdraws. The institutional charges in the calculation are the charges that were initially assessed the student for courses started within the payment period.

Amount to be Returned

A comparison is performed to determine the amount of Veteran Affairs educational benefits which must be returned to the Department of Defense. A comparison is made between two calculations and the lesser amount is the amount of unearned Veteran Affairs educational benefits which must be returned to the Department of Defense. These are the two calculations:

1. The amount of Veteran Affairs educational benefits earned is subtracted from the amount of eligible Veteran Affairs educational benefits disbursed in the payment period. This is the amount of Veteran Affairs educational benefits that must be returned.
2. The institutional charges for the payment period are multiplied by the percentage of unearned Veteran Affairs educational benefits calculated.

The University notifies the student via email regarding the funds which have been returned on their behalf to the Department of Defense.

The amount of unearned Veteran Affairs educational benefits the University must return when the student completes 60 percent or less of the payment period is determined in the calculation. The amount of Veteran Affairs educational benefits returned by the University is applied back to the student's total eligibility of benefits with the Department of Defense.

The student is responsible for any balance due to Northcentral University that results from the Return of Veteran Affairs educational benefits calculation.

A student using both Veteran Affairs educational benefits and Title IV aid will also be subject to Department of Education regulations outlining the Return of Title IV funds for Title IV aid used at Northcentral University. A separate Return of Title IV funds calculation will be completed for Title IV funds used. The Return of Veteran Affairs educational benefits calculation does not replace or negate the Return of Title IV funds calculation required for Title IV aid.

Database matches requiring clearance of Reject or C-Codes fall into six categories and must be resolved prior to award and disbursement of Title IV aid.

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

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

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

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

Selective Service

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

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

Department of Homeland Security (DHS)

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

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

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

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

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

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

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

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

- I-94 or I-94A stamped "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 which may be requested to resolve veteran status:

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

National Student Loan Data System (NSLDS)

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

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

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

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

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

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

- If the SSN is found but name and DOB do not match:
 - A copy of the student Social Security Card

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

Department of Justice (DOJ)

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

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

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

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

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

Circumstances That May Justify a Professional Judgment

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

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

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

Limits on the use of Professional Judgment

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

Processing Requests for Professional Judgment

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

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

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

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

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

Northcentral offers the following federal financial aid programs

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

Federal Pell Grant Program

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

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

In order to determine eligibility for the Federal Pell Grant, Northcentral must receive the results of the Free Application for Federal Student Aid (FAFSA) in the form of a valid Institutional Student Information Report (ISIR) from the Department of Education's Central Processing Service (CPS). The Federal Pell Grant Scheduled Award is based upon the official Expected Family Contribution (EFC) and the Federal Pell Grant Cost of Attendance (COA). Students cannot receive more than 100% of the Federal Pell Grant Scheduled Award within an award year, 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 Northcentral are considered to be full-time students for purposes of calculating the Federal Pell Grant Scheduled Award.

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

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

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

the crossover payment period occurs.

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

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

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

Federal Direct 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 Northcentral borrowers must also complete entrance counseling prior to receiving loan funds. All students who have had Stafford loans disbursed while attending Northcentral must complete exit counseling prior to graduation. Those borrowers who terminate attendance by means other than graduation or those who were not able to attend exit counseling sessions will be contacted and informed of loan responsibilities in writing. All borrowers may also complete the required entrance and exit counseling on-line.

The total aggregate amount of Subsidized Stafford loans that may be borrowed is \$23,000 for undergraduate students and \$65,500 for graduate students.

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

Federal Direct Unsubsidized Stafford Loan

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

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

Students apply for the Federal Unsubsidized Stafford loan by completing the FAFSA and the

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

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

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

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

Annual Stafford Loan Limits

Dependent Undergraduates	Base Subsidized & Unsubsidized	Additional Unsubsidized	Maximum Subsidized & Unsubsidized
First Year	\$3500	\$2000	\$5500
Second Year	\$4500	\$2000	\$6500
Third Year and Beyond	\$5500	\$2000	\$7500
Independent Undergraduates (and dependent undergraduates whose parents cannot borrow PLUS loan)			
First Year	\$3500	\$6000	\$9500
Second Year	\$4500	\$6000	\$10500
Third Year and Beyond	\$5500	\$7000	\$12500
Graduate and Professional Students			
Each year until lifetime aggregate is met	\$0	\$20500	\$20500

Federal Direct PLUS Loans

Federal Direct Parent Loan for Undergraduate Students (PLUS)

The Federal PLUS loan provides non-subsidized low-interest-rate loans to the parents of

dependent students regardless of need. These funds assist students with educational expenses.

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

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

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

The GradPLUS provides a non-subsidized loan option to graduate and professional students. Students must also be able to meet the credit criteria established by the Federal Direct Loan Program, 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.

Employer Reimbursement

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

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

Veterans Assistance

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

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

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

Northcentral University complies with the Veterans Administration's Principals of Excellence by providing prospective students who are eligible to receive Federal military and veterans educational benefits with a personalized and standardized form displaying financial aid information.

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Chapter 33, Post 9/11 GI Bill®. It is designed to help students pay for their out-of-pocket tuition and fees associated with their education programs after exhausting the annual funding limit for the VA academic year (August 1 to July 31) of their Post 9/11 GI Bill® benefits. The annual limit for a student receiving 100% Post 9/11 GI Bill® benefits in the 2013/2014 academic year is \$19,198.31.

As a Yellow Ribbon participating school, Northcentral University (NCU) will contribute up to \$2,000 for tuition and fees after a student exhausts the annual funding limit. The Veterans Administration (VA) matches that amount and issues payment directly to NCU.

These additional funds are available for a student's education program without an additional charge to their entitlement. However, only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. The following individuals are eligible for Yellow Ribbon benefits:

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

Individuals should complete and submit the application form available online at <http://www.benefits.va.gov/gibill/>. Individuals will receive written notification explaining the VA's decision regarding eligibility for the program. If you are eligible, your Certificate of Eligibility will also advise you if your service meets the requirements for the Yellow Ribbon Program. You should provide your Certificate of Eligibility to the NCU VA Education Benefits Team to certify your enrollment to the VA, including Yellow Ribbon.

Private Education Loan Information and Disclosures

A private education loan is a non-Federal Student Aid (FSA) loan that is made by a bank to a borrower expressly for postsecondary education expenses. FSA loans typically have more favorable terms and conditions than private education loans. Accordingly, Northcentral University (NCU) encourages students needing financial aid to pay for their education to complete the Free Application for Federal Student Aid to determine their eligibility for FSA. NCU may certify a student's private education loan in situations where a student may not be immediately eligible for FSA.

NCU does not participate in a preferred lender arrangement, but as a school that provides information regarding private education loans from lenders to prospective borrowers, NCU is advising students of the requirements for private education loans. Private education loan lenders must:

- Disclose information about FSA loan programs that may offer less costly alternatives.
- Provide an application disclosure about the general range of rates and fees at the time of the application. Provide a loan approval disclosure with borrower specific rates and fees when the application reaches an approval status. Provide a final disclosure when the loan terms are accepted and the school has certified the student's eligibility for the loan.
- Provide the student with a three-day rescission or right-to-cancel period after the final loan disclosure is sent to the student.
- Obtain a signed, completed self-certification form from the applicant before initiating a private education loan. Applicants may obtain the self-certification form from the private education lender.

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

Direct and Indirect Costs

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

How Budgets Are Derived and Updated

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

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

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

- Tuition: Estimated tuition amount for the academic year.
- Fees: Mandatory fees include a one-time Learning Management Fee
- Books and Supplies: An estimated amount of \$110 per course is the allowance for books and supplies.
- Room and Board: The standardized amount is based upon the student attending a distance education University. It includes the estimated cost for rent, utilities and food. Military students receiving a Basic Housing Allowance (BHA) will have the amount for board only included in their budget.
- Personal Allowance: This category includes clothing and other personal expenses necessary to achieve a higher education.

The base budgets for 2013-2014 and 2014-2015 are:



Direct Cost Allowance	Charge
Tuition	Estimated tuition charge is based upon the charge per credit for the anticipated courses. The estimated tuition charge is \$432-\$1026 per semester credit dependent upon program of study.
Fees	One-time Learning Management Fee of \$350.00
Books and Supplies	\$ 110 per course
Indirect Cost Allowance	Monthly Expense
Room and Board (rent and utilities), food and reasonable personal expense	The estimated indirect cost for most programs is \$1914 per month.

To be eligible for Federal Student Aid (FSA) funds, a student must meet the criteria listed below. Northcentral University ensures that eligibility requirements are met before the awarding of aid occurs. A student must:

- Be enrolled as a regular student in an eligible program
- Not be enrolled simultaneously in elementary or secondary school
- Have a high school diploma or its recognized equivalent (e.g., a GED)
- Have a valid Social Security Number with the Social Security Administration
- Be a U.S. citizen or eligible noncitizen
- Be registered with Selective Service, if required
- 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 Northcentral. Once the results are received by Northcentral, they are reviewed to ensure that the student meets all eligibility criteria. If a student is deemed ineligible due to one of the above issues, Student Financial Services will inform the student of the issue so that the student can work towards resolution.

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

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

Attendance Requirements

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

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

Attendance is officially recorded each Sunday at 11:59 P.M. Arizona time. The student is determined to be in attendance if he or she has:

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

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

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

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

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

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

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

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

Doctoral Candidates in Dissertation Sequence: Doctoral candidates are encouraged to remain continuously enrolled throughout the dissertation sequence. However, a maximum one-week break between dissertation courses is allowed. If a candidate exceeds this one week break, they will be dismissed from the University.

Refunds

See the Refunds policy for refund information.

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

Semester Credit Hours

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

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.

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

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

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

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

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

Northcentral University makes every effort to recruit the highest caliber of faculty available in their field of scholarship and assesses on a regular basis the standard of instruction provided by each individual faculty member. When enrolling for a course, students will be assigned an appropriate faculty member from the pool of instructors available; and a choice of instructor will not usually be possible. Similarly, faculty teaching 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 Advisor. In these situations, students may express preferences for particular faculty members by consulting with their Academic Advisor, but the University has final authority over all teaching assignments.

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

All Schools: Golden Key International Honor Society

- Membership is by invitation only to all Northcentral University students who meet the prescribed criteria below. Invitations are sent on a bi-annual basis typically in the Spring or Fall of each year.
- Eligibility is determined by Grade Point Average (GPA) and number of credits completed.
 - Minimum GPA of 3.8 on a 4.0 scale
 - Must have completed at least 30 credits towards degree program
- Additional information is available at www.goldenkey.org

School of Education: Kappa Delta Pi

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

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

- Delta Mu Delta is an honor society only open to ACBSP accredited schools.
- Invitation to the student is offered by the School of Business.
- An installation ceremony is held once a year at graduation.
- Eligibility for Active students on or after April 9, 2007.
- Undergraduate degree students have to be in the top 20% of the junior class.
- Master's degree students have to be in the top 20% of the class at the completion of 75% of the program.
- Doctoral students in the PhD or DBA programs have to be in the top 20% of the class after the completion of the comprehensive exam course.
- Membership Benefits include lifetime recognition of outstanding academic achievement, resume enhancement, scholarship program, lifetime contact through national newsletter, and other benefits.

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

School of Business: Alpha Phi Sigma

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

the above course work shall be in the criminal justice or homeland security specialization.

- Graduate students shall be enrolled in a graduate program in Master's, or Doctorate in the criminal justice specialization or homeland security specialization, have a minimum grade point average of 3.5 on a 4.0 scale and a 3.5 grade point average in criminal justice and homeland security courses.
- Undergraduate and Graduate students must have declared a specialization in either Homeland Security or a Criminal Justice specialization, or related field.

School of Marriage and Family Sciences: Delta Kappa International

- Delta Kappa International is an honor society only open to COAMFTE accredited schools.
- Invitation to the student is offered by the School of Marriage and Family Sciences.
- An installation ceremony is held once a year at graduation.
- 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.

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

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

Students who change degree programs after federal financial aid has been disbursed must be evaluated by Student Financial Services to determine the impact on federal financial aid eligibility. In some cases, the change will result in a return of federal aid per the withdrawal from the initial program and the immediate re-packaging of federal aid that will apply towards the new program.

Students have the right to withdraw from the University at any time. Northcentral University team members who receive a request to withdraw from the University will process the request on behalf of the student, using the date they received the request as the Request Date. The Registrar posts a "W" depending on whether the last day to withdraw without academic penalty stated in the CRI has passed. Students who drop after 60 days for 12 week courses or 40 days for 8 week courses will receive a letter grade, A through F, (or S or U for designated courses), based on all work required for the course. For those students who withdraw after 71% of the course duration, un-submitted assignments will be issued an "F" grade, and the grade on all un-submitted assignments will factor into the final course grade issued after withdrawal. The Registrar will notify:

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

Refunds

See the Refunds policy for detailed information.

Readmission

See the Readmission policy for detailed information.

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

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

General Readmission Guidelines

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

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

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

Mandatory Program Comparison

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

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

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

A doctoral candidate with more than six months to the Maximum Timeframe may be asked to sign a

learning contract. In this case, the student will complete a SAP appeal and the learning contract for review by the SAP committee. If the appeal is approved, the doctoral candidate will receive an additional year program extension beyond the Maximum Timeframe.

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

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

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

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

Definition of Substantial Change

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

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

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

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

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

In these instances, an adjustment to SAP is made rather than resetting it. Any course that migrates to the student's current program will be included and calculated for SAP. If a completed instance of

the course migrates, then all instances of the course, including failed or withdrawn instances, count for SAP. All changes in specialization or concentration will be evaluated by the Transcript Evaluation Team, in accordance with guidelines stated in the Transfer of Credit Policy.

Out-Dated Courses Treatment

When a student re-enters the University or an active student makes a school or degree change, outdated courses not being applied to the current degree program because of age will not be counted. Master's degree courses must be less than five years old. Doctoral courses must be less than seven years old. To calculate if the course is outdated or not, 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 Reentry Program

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

Readmission after Withdrawal for Non-Payment

All prior financial obligations must be paid before a withdrawn student may resume attendance at the University. It is the returning student's responsibility to work with the Accounting Office directly at acct@ncu.edu or toll free 888-327-2877 x 8097 regarding any previous financial obligation to the University.

Readmission after Academic 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.

A student may request a Military Leave of Absence (MLOA) online or by contacting his or her Academic Advisor and submitting a copy of supporting documents. A copy of the student's military orders, a letter from his/her commanding officer, or other documentation will be required to support the request for military leave. The student may request any length for the leave, so long as it does not begin more than 30 days prior to the assignment date, and does not conclude more than 90 days after the end date stated on the assignment papers. The return from the MLOA must coincide with a valid course start date.

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

Leave Duration

By default, all students requesting a Military Leave of Absence are granted the longest possible leave without exceeding 90 days beyond their assignment end date. Academic Advisors ensure that the MLOA return date coincides with a valid course start date, and contact students on Military Leave of Absence within 30 days after the end of their deployment to confirm or adjust the timing of their return as needed.

Example:

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

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

Courses in Progress

Students going on military leave are given a WL grade for all in-progress courses. Such MLOA students are considered in Leave status. When they return from their critical military duty, the student is reissued the course(s), with the same faculty if available. Students on military leave return to their studies without incurring financial penalty.

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.

Additional Guidelines

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

DISCLAIMER

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

This Catalog is neither a contract nor an offer of a contract. The information this document contains was accurate when it was published and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this Catalog may change without notice.

The Catalog is updated regularly. Announcements contained in published materials such as this Catalog are subject to change without notice and may not be regarded as binding obligations for the institution. Students are subject to the provisions of the most recent Catalog; however, if the student maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of his or her degree program. If a student does not maintain continuous enrollment, his or her degree program is subject to change in alignment with the most recent provisions in the Catalog.

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

SAP Component Definitions

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

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

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

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

Occasionally, there are extenuating circumstances that may delay a specific student's progress necessitating a case by case evaluation of the student's maximum timeframe. If it should be determined that a student's timeframe should be different than the norm, the student may be referred to the Office of the Ombuds to complete a learning contract, which will establish a new timeframe to complete the program. In these cases, the learning contract will stand in lieu of a SAP appeal.

For undergraduate programs, the Maximum Timeframe to complete the program cannot exceed 150% of the published length of the program. For example, if an undergraduate program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours. For graduate program time requirements, see the table below.

Program Type	Course Completion Rate	Minimum GPA	Maximum Timeframe
Bachelor's Degrees	No less than 66.66% of total course credit hours	2.0	180 attempted

	attempted		credit hours
Post-Baccalaureate Certificate	No less than 66.66% of total course credit hours attempted	3.0	2 years
Master's Degrees - 36 credit hours or less	No less than 66.66% of total course credit hours attempted	3.0	5 years
Master's Degrees - More than 36 credit hours	No less than 66.66% of total course credit hours attempted	3.0	6 years
Post-Master's Certificate	No less than 66.66% of total course credit hours attempted	3.0	2 years
Education Specialist (EdS)	No less than 66.66% of total course credit hours attempted	3.0	5 years
Doctoral - 60 credits hours or less	No less than 66.66% of total course credit hours attempted	3.0	7 years
Doctoral - More than 60 credit hours	No less than 66.66% of total course credit hours attempted	3.0	8 years

Treatment of Courses and Credits

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

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

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

If comparison of the original program and the program the student is entering results in determination of a substantial change by the Provost or designee, the student is considered to be starting a new program. In this case, SAP will restart. See the Readmissions Policy for further information.

Transfer Credits From Another Institution - All accepted transfer credits from another institution transferred into the student's current program of study are considered both attempted and completed credits for purposes of calculating the Course Completion Rate.

Graduate transferred credits are not included in Maximum Timeframe or Program GPA calculations. Undergraduate transfer credits are included in Maximum Timeframe but not in Program GPA calculations.

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

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

Evaluation Schedule

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

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

SAP Evaluation Statuses

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

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

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

Financial Aid Probation – A student is in Financial Aid Probation status only if he/she was

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

Extended Probation - Special circumstances may permit a student to continue on Extended Probation and possibly receive federal financial aid for an additional evaluation period. A student is in Extended Probation status only if he/she was placed on Academic or Financial Aid Probation and fails to regain Good Standing status before the next evaluation point and has then decided to Appeal based on special circumstances. If the appeal is approved, the current Academic Plan will remain in effect until the next evaluation point. If the student fails to follow the Academic Plan, he/she will be Academically Dismissed and will no longer be eligible to receive federal financial aid. If SAP is met by the next scheduled evaluation period and the Academic Plan was successfully followed, the student will regain Good Standing status and will also remain eligible for federal financial aid.

Academic Dismissal - This status indicates a student was in a probationary SAP period and either 1) did not regain good standing by the next SAP evaluation, and/or 2) did not successfully follow the academic plan. Students may appeal the dismissal to be reinstated to the University. If ever it is determined that it is mathematically impossible for the student to regain Good Standing within the current program, the student may consider a different program. A student can only change programs one time throughout his/her tenure at the University.

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

Right to Appeal

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

- for federal financial aid to continue after the student has been placed on Academic Probation, or
- for an extension because he/she is within six months of reaching the Maximum Timeframe and needs more time to complete his/her degree program, or
- to get permission to make a substantial change of program if he/she has already made a substantial change once, or
- to be reinstated in the University and his/her program of study after being Academically Dismissed. All Academic Dismissal Appeals must be submitted within 10 calendar days of the dismissal notification.

Students wishing to appeal for any of these reasons should email their academic advisors or SAPHELP@ncu.edu to request an appeal form. SAP Appeals are reviewed by the SAP Committee comprised of various university leaders, on a periodic basis. All SAP appeals must be completed thoroughly with supporting documentation when available and turned into SAPhelp@ncu.edu to be

reviewed by the committee. Appeals received will be reviewed in the next scheduled meeting. All appeal decisions will be made within 15 business days upon receipt of the student's appeal and are final, unless otherwise indicated by the committee. Students may not submit a second appeal for the same situation without new information documenting any extenuating circumstances not previously disclosed.

For doctoral candidates, as a condition of approval, students must sign a learning contract. The learning contract will detail academic expectations that must be met during the extension period. Failure to meet learning contract specifications will result in dismissal from the University. A doctoral candidate with more than six months to the Maximum Timeframe may be asked to sign a learning contract. In this case, the student will complete a SAP appeal and the learning contract for review by the SAP committee. If the appeal is approved, the doctoral candidate will receive an additional year program extension beyond the Maximum Timeframe.

For consideration, students should provide the following:

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

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

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

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

Leaves are only available to students who 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.

Requesting an ALOA

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

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

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

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

Length of Leave

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

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

following the student's last date of attendance (LDA).

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

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

Number of Leaves

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

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

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

Access to University Resources during Leave

Students on leave do not maintain access to faculty, the electronic Courseroom, the Academic Success Center coaching service or the Smarthinking tutorial service offered in the Academic Success Center. Other Academic Success Center resources and the Northcentral Library remain available through the student portal.

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

Return from Leave

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

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

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

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

Students who discontinue a course after seven days are subject to the Withdrawal policy.

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

The University awards letter grades in recognition for academic performance in each course. Grade points are assigned to each academic performance grade, with the exception of S, U, and R and used to calculate a Grade Point Average (GPA) for each student. The University considers a grade of "D" to be the minimum passing grade for undergraduate courses, and a grade of "C" to be the minimum passing grade for graduate courses. Students earning a grade below the minimum must repeat the course or take an alternate course as described below. Students are required to have a minimum of a 3.0 before entering into CMP exam courses to ensure they are meeting the minimum GPA requirement for graduation.

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

Academic Performance Grades

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

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

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

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

- S (Satisfactory) denotes satisfactory progress in a dissertation course, practicum or internship. For the Comprehensive Examination course, an "S" can be awarded only if the

examination is passed with all four questions receiving a score of 80% or higher. The “S” grade does not contribute to the calculation of GPA.

- U (Unsatisfactory) denotes unsatisfactory progress in a dissertation course, practicum or internship. For the Comprehensive Examination course, a “U” is awarded when the examination is not passed. The “U” grade does not contribute to the calculation of GPA.

Repeating Courses

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

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

If a course, other than a dissertation course, practicum, internship, or Comprehensive Examination course, is repeated, the original course grade will be changed to an "R" (retaken). All courses may only be repeated once without prior approval from the Dean or the Program Chair. A 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.

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

Unsatisfactory Grades for Doctoral Students

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

Administrative Course Codes

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

Code	Explanation
DR (Dropped)	This course code is assigned when a student cancels his/her participation in a course during the first week of the course session. Dropped courses do not appear on the student's transcript. Students dropping a course are eligible for a full or partial refund in accordance with the University's refund policy.

EXT (Extension)	An EXT may be granted in rare extenuating circumstances. If a grade has been posted, once an extension is approved, the EXT code can replace that grade until a final grade is determined. An EXT is used for administrative purposes only and will be replaced by the final grade.
I (Incomplete) Grade	<p>In the event that an unforeseen circumstance threatens a student's ability to complete a course by the course end date, the student may request an Incomplete Grade. Incomplete Grades may be approved by a faculty member if the student qualifies based on Northcentral University's eligibility criteria. Faculty members are not obligated to approve an Incomplete Grade request and the faculty's decision is final (not to be appealed). Students may be eligible for an "I" grade if:</p> <ul style="list-style-type: none"> • 75% of the assignments have been successfully completed • The student is earning a passing grade in the course in accordance with NCU grading policies <p>Courses with CMP and DIS prefixes are not eligible for Incomplete Grades.</p> <p>Students are required to adhere to University policies during the "I" grade extension period. These include but are not limited to:</p> <ul style="list-style-type: none"> • Northcentral University's Attendance Policy. Students are expected to continue posting attendance throughout the "I" grade period. • Students may not be on a leave of absence (LOA) during the "I" grade extension period.
NG (No Grade)	<p>The Offices of the Provost or Registrar authorize use of this code to indicate a student has been allowed to drop a course without academic penalty after the official 7-day drop period. An NG remains permanently on Northcentral records but does not appear on the student's transcript. An NG may be granted in rare extenuating circumstances.</p> <p>Reasons for granting an NG code and the name of the approving party must be fully documented in the student journal and on the NG Grade Form, which is retained in student records.</p>
R (Retaken)	An "R" grade is indicated on the transcript when the student repeats a course and the original grade awarded has been superseded by the later grade.
W (Withdrawal)	<p>The student has canceled participation in the course within the first 71% of the course duration. The last date to cancel and receive a "W" rather than a letter grade appears in Course Registration Information for each course.</p> <p>A withdrawal may only be granted <u>after</u> the first 71% of the course duration if the student has a passing status in the course or the School Dean has given approval. A student may not withdraw from a course after the faculty member has submitted a grade or after the course end date.</p>

	<p>Students must send requests to withdraw from a course to his/her Academic Advisor. Students withdrawing from a course within the first 7 days of a course session, regardless of course length, are eligible for a full refund. No refunds are given on the 8th or subsequent days of the course. If the student elects to repeat the course, full tuition for the retaken course will be charged.</p>
WL (Withdrawal Military Leave)	<p>“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.</p>

A student may appeal a final course grade issued by a faculty member. The appeal must be made through the appeals link to the faculty member from whom the grade was received. Appeals must be submitted no more than 10 business days after the student received notification of the final course grade. All appeals are reviewed by the applicable School Dean or designee. The appeal decision made under the authority of the Dean or designee is final.

PROCEDURE: APPEALING A FINAL COURSE GRADE

<i>Responsibility</i>	<i>Action</i>
Student	<p>1. Appeals must be submitted no more than 10 business days after the student receives notification of the final course grade.</p> <p>If the student has not been migrated to the new course room, then he or she must go to the Student Portal and click on the Grade Appeal Link inside the Concerns Management Center box.</p> <ol style="list-style-type: none"> a. Provide the required information, including the course number, course name, faculty name, the reason for the appeal, and the remedy or resolution being requested. b. Click on Submit. <p>If the student has been migrated to the new course room, then he or she must go to the Grade Appeal link under the Office of Academic Affairs tab. Follow the instructions to begin the appeal.</p> <p>Notification - When an appeal is submitted, the student receives an automated message confirming submission. The applicable faculty member and the Dean or designee also receive notification.</p>
Faculty Member	<p>2. On receipt of notification, review the appeal and input your comments, within 5 business days.</p> <p>Notification – When the faculty member submits his or her response to the appeal, the School Dean or designee receives notification instructing him or her to review the response. The student also receives a copy of faculty member’s response.</p>
Dean (or Designee)	<p>3. On receipt of faculty member input regarding a grade appeal, review the corresponding appeal and input your decision, within 5 business days.</p> <p>Notification - When the Dean or designee submits his or her decision, the faculty member, Registrar, and the Academic Advisor receive a notification to take appropriate action, if any. The student receives a message informing him or her of the final appeal decision.</p>

Graduation Audit

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

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

For all students, degree requirements include:

- Grade Point Average of 2.0 (letter grade of "C") or better for undergraduate students and 3.0 (letter grade of "B") or higher for graduate students
- Official documents on file for basis of admission from an appropriately accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full
- For doctoral students, degree requirements also include:
 - Satisfactory completion of a Comprehensive Exam
 - University Approval of Dissertation Manuscript and successful completion of the Oral Examination
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy

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

Date of Graduation

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

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

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

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

Honors

Honors are only designated for undergraduate degrees. Graduate degrees do not qualify for honors designation. Students must have earned at least 30 semester credits with letter grades (A through F) at Northcentral University for honors to be determined.

Summa Cum Laude (with highest honors) GPA 4.00

Magna Cum Laude (with high honors) GPA 3.75 - 3.99

Cum Laude (with honors) GPA 3.50 - 3.74

Graduation Ceremony, Diplomas, Diploma Covers

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

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

To participate in commencement activities:

- Bachelor's degree students must have all but their final course completed by May 1 with a GPA of at least 2.0 and be enrolled in the final course by June 1.
- Master's degree students must have all but their final course completed by May 1 with a GPA of at least 3.0 and be enrolled in the final course by June 1.
- Doctoral students must pass their oral examination by June 1.

Dissertation of the Year Award

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

Eligibility

Graduates who have completed their dissertation paper and completed their oral presentation by April 30th of the current academic year are eligible for the Dissertation of the Year award.

Example: Dissertation must have been completed and approved between May 1st of 2014 and April 30th of 2015 for a 2015 nomination.

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 awelch@ncu.edu at the Graduate School.

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

For undergraduate programs, the Maximum Time Frame to complete the program cannot exceed 150% of the published length of the program. For example, if an undergraduate program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours. For graduate program time requirements, see the table below.

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

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

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

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

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

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

Appeals

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

Responsibility	Action
Student	<p>1. As soon as possible following notification of dismissal, contact your Academic Advisor for instructions and a web link for submitting an appeal.</p> <p>NOTE: Dismissal of a Doctoral student for failure to meet requirements of the Dissertation Review Process may NOT be appealed.</p>
	<p>2. Using the instructions and web link, explain why you are appealing, including the specific circumstances that have prevented you from meeting requirements and any supporting documentation. Retain a copy of the appeal and documentation for your records.</p>
	<p>3. Submit the appeal electronically within ten calendar days of notification of dismissal. Once you have initiated an appeal, do not contact your Academic Advisor or School Dean.</p>
	<p>4A. Student Does Receive Financial Aid – The system sends an alert to the Academic Advisor, School Dean and the Director of Financial Services. Proceed to Step 5.</p>
	<p>4B. Student Does Not Receive Financial Aid – The system sends an alert to the School Dean and the Academic Advisor. Proceed to Step 6.</p>
	<p>5. Contact the School Dean as soon as possible to assist in evaluating the student's circumstances.</p>
School Dean	<p>6. Within ten calendar days of receiving an appeal alert, review the student's circumstances and enter a decision on the system, which automatically generates an email to the student and Academic Advisor.</p>

	Dismissal Appeal Approved – An alert also goes to 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.

Through the student portal, Northcentral University provides students with access to course rooms, messaging system, Library and other academic resources. The University also provides computer, network, Internet, Intranet, and email access for team members and faculty for performance of their job functions. This access carries certain responsibilities and obligations as to what constitutes acceptable use of the institution's network. This policy explains how information technology (IT) resources are to be used and specifies what actions are prohibited. No policy can cover every situation, and all users are expected to use common sense when using institutional resources. Questions on what constitutes acceptable use should be directed to the user's team leader, instructor, or Academic Advisor.

When utilizing University IT resources, all institutional policies are in effect at all times. Any student, team member, or faculty member who abuses the privilege of Northcentral facilitated access to student or faculty portals, e-mail, or the Internet may be denied access 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 portals, computer systems, phones, email, the network, network resources, and University Internet and Intranet connections.

Northcentral recognizes that use of e-mail and the Internet make communication more efficient and effective. However, Internet service and e-mail are valuable, costly resources and their purpose is to facilitate Northcentral business. Irresponsible use reduces their availability for critical business operations, compromises security and network integrity, and leaves Northcentral open to potentially damaging litigation. All use of the Northcentral University IT resources must be in support of business, education, and research consistent with the purposes of Northcentral University. This policy discusses acceptable usage for computers, e-mail, and the Internet.

Restrictions and Prohibitions on Use and Access

Communications and Internet access should be conducted in a responsible and professional manner reflecting Northcentral University's commitment to honest, ethical, and non-discriminatory practices. In furtherance of these goals and to ensure the security of institutional, faculty, and student information, the following restrictions and prohibitions apply:

- Never share your logon ID and/or password with any other person. No internal department or team member including IT and HR, should ask for a user's logon ID credentials (username / password).
- Do not reveal Northcentral University network or system access passwords to others, including family, friends, or other members of the household when working from home or remote locations.
- Do not access a computer account that belongs to another team member, faculty member, student or department.
- Use only your assigned logon ID and password; you are responsible for all activity under your logon ID.
- Report any known or suspected compromise of your logon ID to the Northcentral Information Technology Department.

- Anytime team members leave their desks/work area, they shall lock their desktop/PCs (in windows 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 Northcentral information, especially Northcentral confidential information, onto any external hard drive, disk, or other storage device is prohibited, unless specifically for work purposes.
- Performing any of the following is prohibited: port scanning, security scanning, network sniffing, keystroke logging, or other IT information gathering techniques when not part of user's job function
- Any use of the Northcentral University Web sites for product advertisement, except those endorsed by the University, is prohibited.
- Any use of the Northcentral University Web sites for political lobbying is prohibited.
- All communications accessible via the Northcentral University Web sites, such as the Bulletin Board, Discussion Forums and any other communication tools, will reflect professionalism, respect for others and appropriate language.

Copyright Infringement

All users should be aware that any information, software, or graphics on the Internet may be protected by federal copyright laws, regardless of whether a copyright notice appears on the work. Licensing agreements may control redistribution of information from Northcentral's Internet-related systems or from the Internet. Duplication or transmission of such material may not be undertaken without express authorization from the University's Information Technology management.

Northcentral University computer systems and networks must not be used to download, upload, or otherwise handle illegal and/or unauthorized copyrighted content. Any of the following activities constitute violations of acceptable use policy, if done without permission of the copyright owner (this list is not meant to be exhaustive, as copyright law applies to a wide variety of works):

- Copying and sharing images, music, movies, or other copyrighted material using P2P file sharing or unlicensed CD's and DVD's;

- Posting or plagiarizing copyrighted material; and
- Downloading copyrighted files which the user has not already legally procured.

POLICY

The purpose of the Institutional Review Board (IRB) is to oversee all research conducted under Northcentral University's auspices, and to review as well as to make recommendations to the Provost concerning all issues of ethical conduct, and professional standards in research. This committee will report at least quarterly to the Academic Affairs Committee, and it will keep detailed minutes and other records of its activities.

If a student of an IRB member is brought before the board, that faculty member will be recused from any deliberations or decisions regarding that student.

Membership

- Chair
- IRB Associate Director
- External Member
- Five faculty members appointed by the Chair

Other team members, faculty, students, or discipline experts may be invited to participate in the Board's deliberations, but they shall not vote.

Responsibilities

- Decision-making over all Institutional Review Board applications which require full review.
- Oversight of all decisions made on an expedited basis by one member of the IRB.

Review of any ethical or conduct issues related to research pertaining to faculty, Academic Advisors, team members or students that are referred to this Subcommittee by the Deans or Provost.

Northcentral University's Commitment to Academic Integrity

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

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

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

- copying entire documents and presenting them as your own;
- cutting and pasting from the work of others without properly citing the source;
- stringing together quotes and /or ideas of others without connecting their work to your own original work;
- asserting ideas without acknowledging their sources, or reproducing verbatim work written by others without properly citing your sources.

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

Scope of Policy

The Academic Integrity policy applies to all course assignments submitted by a student to an instructor, including but not limited to:

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

Use of Text Matching Service

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

exceptions to this requirement for these courses or as appropriate. In addition:

- every comprehensive exam must be processed through the text matching service;
- every dissertation proposal and final dissertation must be processed through the text matching service;
- instructors may use the text matching service as they deem necessary, reserving the right to process any assignment at any time through the service;
- a link to instructions for using the text matching service is available on the Faculty Page.

Self-plagiarism

Self-plagiarism is the act of presenting one's previously used work as an original work in subsequent assignments and is inconsistent with honesty and truthfulness in scholarship. Submitting the same coursework to multiple courses also violates Academic Integrity unless the resubmitted work is substantially changed and cited as previous work. Northcentral University faculty and students should discuss the expectations of each activity at the beginning of the class. There should be a clear understanding between the faculty member and student regarding the use of prior work in the class. The faculty member must indicate if the student's response must be an original work or if the student may use prior work in their response to a new activity.

Northcentral University has established the following Code of Conduct for students. Each student is expected to understand the terms and conditions set forth in this Policy. (See the Team Handbook and Faculty Handbook for the Code of Conduct applicable to team members and faculty.)

Northcentral is committed to maintaining a community with exceptional ethical standards of professional and academic conduct. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University.

Community members of the University are expected to conduct themselves professionally, and refrain from acts of misconduct including but not limited to the following six categories:

- Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials.
- Harassment, stalking, humiliation, name-calling, the use of insulting or offensive language, cyber-bullying, threatening communications, abuse and intimidation.
- Conduct, in speech, written communication or behavior, that is disrespectful or unprofessional or racist, sexist, ageist, or that is otherwise prejudicial against a particular community or social group.
- Disruption or obstruction of the normal operations of the University; including unauthorized use of any of the University's facilities, informational or material properties, and resources.
- Conduct that is disorderly, lewd, lascivious, indecent, sexually abusive, or otherwise inappropriate, or that constitutes a breach of the peace; including violation of the University's policy that prohibits bringing alcohol, recreational drugs, or firearms onto University property or any location during a University-sponsored event.
- Failure to cooperate during a University investigation.

All members of the University community who become aware of violations of the Code of Conduct have a responsibility to report them to the appropriate authority. For violations of an academic nature, the appropriate authority is the relevant Dean or Provost, For minor violations of an interpersonal nature, the appropriate authority is the relevant Director or member of the Senior Leadership Team. For violations, including any instance of intimidation or sexual harassment, the violation must be reported to the Chief of Human Resources and/or the President.

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

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

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

PROCEDURE: Responding to Alleged Violations of Code of Conduct

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Responsibility	Action	
Faculty and/or Team Members	1. When an alleged violation occurs, complete the Suspected Code of Conduct form and forward it to the Dean of the appropriate School.	
Dean	2. Review the Suspected Code of Conduct Violation Form and supporting documentation. Within 5 days of receiving Investigation Report and materials, authorize one of the following subsequent courses of actions as appropriate.	
	IF:	THEN:
	<ul style="list-style-type: none"> The issue is not substantiated, 	<ul style="list-style-type: none"> Take no action.
	<ul style="list-style-type: none"> The issue proved substantiated but does not warrant a formal charge (NCU has an official Warning Letter), 	<ul style="list-style-type: none"> Send a Warning Letter to alert the offender that continued or similar behavior in the future may result in a formal charge of violation of the Code.
	<ul style="list-style-type: none"> The issue is proved substantiated and warrants a formal charge due to the seriousness and/or repeat violations (NCU has an official Charging Letter), 	<ul style="list-style-type: none"> Send a Charging Letter to inform the offender of the charge. Send communication in hard copy, by Compass Message or NCU email, and by personal email if available. Provide the policy, details of the offense, and rebuttal directions.
Student	5. If you choose to respond to the Charging Letter, you must do so within 10 days of the date of the Charging Letter:	

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

The Northcentral University Library is committed to compliance with intellectual property law and the preservation of the rights of copyright owners and users of copyrighted materials. The Library strives to inform all its constituencies of the rights and responsibilities under the fair use provisions of the Copyright Act (17 U.S.C. Section 107).

- Fair use applies to the digital environment without regard to the medium of the original work.
- Fair use does not supersede licensed resources, unless the terms of controlling agreements specifically defer to U.S. Copyright Act 17 U.S.C. Section 107.
- Fair use depends on a case-by-case examination of facts surrounding each case, and the four factors identified in U.S. Copyright Act 17 U.S.C. Section 107:
 1. The purpose or character of the use; including whether such use is of a commercial nature or for nonprofit educational purposes
 2. The nature of the copyrighted work used.
 3. The amount and substantiality of the work being used.
 4. The effect of the use on the market for or value of the original work.

The Library works to comply with the Fair Use Guidelines and the U.S. Copyright Law (Title 17, U.S. Code) regarding photocopied materials. The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified by the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. Northcentral University reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

It is the student's responsibility to be familiar with the information presented in the Catalog, and to know and observe all regulations and procedures relating to the program they are pursuing. In no case will a regulation be waived or an exception be granted because students plead ignorance of, or contend that they were not informed of the regulations and procedures included in the Catalog. Responsibility for following all policies and meeting all requirements and deadlines for degree programs rests with the student.

Terms Governing Degree Programs

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

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

The University is committed to providing students with an environment free of discrimination or harassment. Please see the University's Code of Conduct for additional information. In addition, community resources exist to provide students with information and support relating to personal well-being and safety, such as:

National Domestic Violence Hotline (800) 799-SAFE (7233)

National Sexual Assault Hotline (800) 646-HOPE

U.S. Department of Justice National Sex Offender Public Registry <http://www.nsopr.gov>

Substance Abuse or Mental Health Treatment National Helpline (800) 622-HELP (4357)

National Aids Hotline: (800) 243-2437

National Suicide Hotline: (800) 273-8255

Behavioral Health Treatment Services Locator <http://findtreatment.samhsa.gov/>

Rape, Abuse & Incest National Network <http://www.rainn.org/get-information>

National Center for Victims of Crime <http://www.victimsofcrime.org/>

In the event that a student has a complaint or dispute with the University regarding the University's application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of a grievance. A grievance should not be filed if other appropriate avenues have not been completed as outlined below.

Complaint Procedure

Students are encouraged to attempt to resolve all issues with their Academic Advisor. This procedure supports timeliness, quality, accountability, and ensures that the appropriate institutional levels are involved and resolve matters in an efficient and effective manner. Additionally, it allows those closest to the problem the ability extend the highest levels of support services.

Academic Advisors will coordinate and collaborate with required team members 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 Advisor/ Financial Services Advisor/ Faculty

Second level - Academic Liaison /Associate Director of Student Services

Third level - Director of Student Services/ Sr. Director of Student Services

Fourth level - Ombudsman or Legal Affairs (depending on the nature of the issue)

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

Fifth level - Grievance

Grievance: A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student's favor.

(Note: Appeals of final grades must use the appeal process defined in "Appealing a Final Grade" in the Northcentral University Catalog. Review carefully the directives on appeals as often the decisions of Deans in these matters are not grieve-able. Other Appeals include but are not limited to: SAP, academic dismissal, administrative dismissal, and re-admission. Students should refer to the catalog for details on advancing these types of appeals.)

Grievance Evaluation

Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their academic advisor if all other steps noted above have been attempted without appropriate resolution.

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

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

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

PROCEDURE: FILING A GRIEVANCE

<i>Responsibility</i>	<i>Action</i>
Student	<p>1. Create a written document outlining your concerns and evidence to support you. Bring this documentation to your advisor who will review and share as appropriate based on each unique situation. Documentation should include:</p> <ul style="list-style-type: none"> • The complaint; • Other methods of resolution that have been used unsuccessfully to resolve the issue; • Description of events leading to the grievance; • Remedy or resolution being requested. <p>Students are expected to allow for the due diligence of review and investigation to occur. No submission of a follow-up or attempted escalation of the same problem.</p>
Office of the Ombuds/ Legal Services	2A. If the issue requires an impartial review to determine possible solutions above and beyond resources provided through other departments, the concern will be forwarded to the Office of the Ombuds or Legal Services to determine if additional parties at the functional level should be included in the review and resolution.
	2B. If it is determined that further escalation is appropriate, they will assign an investigator to conduct an investigation.
	3. Contact the student to determine understanding of the matter and to attempt informal resolution. 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) following the decision in a telephone call.
	(Note: If execution of proper due diligence requires more than 20 days, the university will communicate the status of the investigation to the individual.)

contact with the student to ensure he/she is aware of the status of the investigation.)

-
6. Provide copies of the communication to NCU departments as appropriate. Decision level are final and cannot be grieved or appealed.
-

The Board of Trustees is committed to protecting privacy of our students, full-time faculty, adjunct faculty, board members, team members, alumni and any other stakeholders in all communications and documents in the University's possession. This information includes, but is not limited to, social security numbers, credit card numbers and check information, personal and financial information, academic transcripts from schools, academic records at this University, and/or emails. Such information belongs exclusively to the individual and cannot be released outside of the University without the prior written approval of the individual who owns these records, except as provided under the Family Educational Rights and Privacy Act (FERPA).

Student Educational Records

Northcentral University maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. The Act covers anyone who has enrolled at the University, including:

- Active students currently enrolled in a program
- Former students and alumni
- Administrative team members, full-time faculty members, and adjunct faculty members.

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

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

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information Northcentral may disclose to third parties without receiving prior written consent from the student via a FERPA release form, an authorized signature on another document or a lawfully issued subpoena or judicial order.

Northcentral University Registrar's office maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by the Family Educational Rights to Privacy Act (FERPA). The Act covers anyone who is or has enrolled at the University.

Procedure to Inspect and Retrieve Education Records

Under FERPA students have the right to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the University Registrar. Students have the option to inspect their records at the Northcentral University Scottsdale, Arizona location and must present photo identification before access to educational records is allowed. A designated University official must be present when a student wishes to review his or her records at the Scottsdale, Arizona location.

For students who cannot reasonably travel to the Northcentral University's Scottsdale, Arizona location, copies of records from a student's file can be made available; the student must fill out and submit the 'Student Request for Information from Files' form.

All records requests will be responded to within 14 days from the date of receipt of the request. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time, but in no case more than 45 calendar days after the request was made.

The cost of obtaining copies, whether paper or electronic, is \$1.25 per page, payable in advance.

Education Records

Education records are defined as official records that are directly related to a student and maintained by the University Registrar.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

Request to Correct Education Records

Students have the right to request an amendment of their education records if he/she believes the record is inaccurate or misleading. The request for amendment must be made in writing and include a notarized signature. The request may be sent to the attention of the Office of the Registrar and must identify the part(s) of the education records to be amended and specifying the reasons why the student believes the information is inaccurate or misleading.

The Office of the Registrar shall notify the student of the decision within 15 days of the receipt of

the request. If the Office of the Registrar denies the student request to correct education records, the student has the right to request an appeal. All appeal requests must be submitted to the Office of the Provost and must be postmarked or emailed within 15 days after the initial denial was sent. Any requests for appeal that are sent after the 15 day deadline has passed will be denied, and the matter shall be deemed closed.

Once the Office of the Provost receives the student's appeal request he/she will render a written decision to the student within 15 days of the receipt of the request. The Office of the Provost's decision is final and is not subject to further appeal.

Disclosure of Educational Records

Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31) :

- School officials with legitimate educational interest;
- State and Federal Regulatory Agencies;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies or crises;
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Northcentral University has designated certain types of information as "Directory Information," which may be disclosed without a student's consent.

Directory Information

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

- Student's name
- Home address
- State or Country of residence
- Program(s) of study
- Dates of attendance
- Course Schedules
- Dates of admission
- Degrees, certificates and awards granted
- Award dates for degrees or certificates
- Enrollment status (*i.e.*, enrolled/active, future enrolled student, reentry, leave of absence, withdrawn)

- Undergraduate year (Freshman, Sophomore, Junior, Senior)
- Honors or awards received
- Participation in activities officially recognized by NCU

Non-Directory Information – Non-directory information is considered any information that is not listed as directory information. This information may not be released without the prior written consent of the current or former applicant or student.

Northcentral 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, Northcentral University, 8667 E Hartford Drive, Suite 110, Scottsdale, AZ 85255. Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

Title IX Notice of Nondiscrimination

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. The Title IX Notice reads, *"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."* Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

POLICY

Northcentral University does not discriminate on the basis of sex in its education programs and related activities, as required by Title IX guidelines. Questions regarding Title IX policies and procedures may be referred to Northcentral University's Title IX coordinator or to the Office of Civil rights.

Who to Contact

Inquiries concerning the application of Title IX for students may be referred to the University's Title IX Coordinator.

NCU Code of Conduct related to Harassment

Harassment, physical abuse, threatening comments, or intimidation of any person on University owned or controlled property or at University sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any member of the University community or any other person or persons. Such conduct includes, but is not limited to stalking, cyber stalking, harassment, and retaliation as a result of complaints or alleged misconduct.

Report it

At NCU, students are encouraged to report incidents to any university official for confidential support and guidance. A team member of the University who, in the course of his or her job responsibilities, suspects the sexual or physical abuse must immediately report the incident to the law enforcement by dialing 911. If an incident of sexual assault occurs at a University location, it must be immediately reported to Human Resources.

Obtaining Required Texts

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

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

Northcentral University's online textbook supplier is Ed Map. Click on the course number on the student page, then click on the Books or Resources tab to order the correct book and edition for each course. Be sure to verify the resource and edition purchased correspond with the resources listed in the syllabus assigned for the course. All students will be required to register to use the Ed Map site and will be required to set up a password for their Ed Map account. Ed Map provides international shipping and expedited shipping in the United States. Students having difficulty finding required textbooks and course materials may contact his or her Academic Advisor or email bookstore@ncu.edu for assistance. There is no requirement that students purchase books through EdMap. Books can be obtained through other vendors, and for those looking for alternate formats, such as e-texts, students should be aware that they need to purchase the correct edition of the book.

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

Northcentral University Library

The Northcentral University Library is committed to supporting the academic research needs of students, faculty and staff. The Library does this by providing timely, quality information resources and services such as reference and instruction, and the interlibrary loan service. Students also have access to highly qualified and experienced Library staff. Detailed information about the Library is outlined below.

General Services Provided by the Northcentral University Library

- **Research Databases** - Access to databases containing thousands of journals, magazines, newspapers, e-Books, dissertations, financial data, and other information resources are available in the Library.
- **Interlibrary Loan Service (ILL)** - Students needing articles, and book chapters not in the Library collection can submit an interlibrary loan request. Students can register for the ILL service by clicking the "Request Interlibrary Loan Items" link on the Library homepage. Students are encouraged to utilize local libraries for print books.

- **Ask a Librarian** - Students can receive library assistance by using the "Ask a Librarian" service. A link to the Ask a Librarian service is conveniently located at the top of the Library website. Questions are answered promptly.
- **Library Workshops** - Students can attend live workshops. The workshops provide in-depth information about using library resources and services. A schedule of events is published on the Library site and student announcement area. Students can register for workshops from the Library Workshops Schedule area, or if attendance to an event is not possible, recorded workshops are available from the Learn the Library page. Students are strongly encouraged to attend or view a Library workshop prior to beginning coursework.
- **Library Hours** - Library staff are available Monday - Thursday, 8 a.m. - 9 p.m. and Friday - Sunday, 8 a.m. - 5 p.m., Arizona time, excluding holidays.

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

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

Student Rights

Northcentral University takes seriously its obligations to provide disability services to qualified individuals as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and 2008.

Goal of ADA Regulations

The intent of the Americans with Disabilities Acts (ADA) is to mitigate potential classroom barriers related to an eligible disability so that the student has the opportunity to successfully achieve his or her academic goals. Students who are determined to meet eligibility definitions for accommodations are still expected to meet all academic and University performance standards and adhere to policies and Student Code of Conduct protocols as are expected of students without disabilities.

ADA Eligibility Definitions

The U.S. Department of Justice defines an individual with an eligible disability to be a person who:

- has a physical, learning and/or mental impairment that substantially limits one or more major life functions (such as performing manual tasks, walking, seeing, hearing, speaking, breathing or learning)
- has a documented record of a physical, mental, or learning impairment
- is regarded as having a substantially limiting physical, learning and/or mental impairment. The documented impairment may be permanent, recurring or temporary (less than six months in duration.)
- is “otherwise qualified” to perform the required course work with the assistance of academic accommodations which are determined on a case-by-case basis.

For more information, please visit www.ADA.gov.

Examples of common ADA accommodations include (but are not limited to):

- speech-to-text software
- extended time for assignments and/or quizzes/tests
- alternative format textbooks
- closed-captioning or transcripts of online videos

The Disability Services Office can not authorize the following:

- extended breaks between courses or leaves of absence
- special funding, discounts or waivers for course fees
- vocational rehabilitation funding or scholarships
- additional time to complete a program
- waivers of Northcentral University policies, including admissions, academics or financial

Northcentral University will not grant an accommodation if the accommodation alters the academic standards of the program or would result in undue hardship to the University or threaten the health

and safety of the student with a disability or other persons.

Student's Responsibilities

- Timely notification is a requirement of all requests and must be made by the student directly to Disability Services as soon as possible. The completed medical documentation must be received by the Disability Services Office and eligible students will receive reasonable accommodations. Accommodations will not be made retroactively.
- Accommodated students are expected to make academic progress as measured by successful and timely completion of academic work in accordance with NCU policies.
- The student is required to maintain contact with his faculty, academic advisor and Disability Services during the period of the academic accommodation.
- The student must speak with Disability Services Office before each course to ensure the appropriate accommodation is communicated with faculty and Advisors as needed.

- The student must abide by all University policies while accommodated, regardless of impairment. This includes admissions, attendance and financial responsibilities.
- Students must provide updated and/or clarifying disabilities documentation as requested by the ADA Program Coordinator.

Obtaining Assistance

Students enrolled in a course at Northcentral University should complete the process to request an ADA accommodation well in advance of the anticipated need for services and accommodations. From the time a student submits their documentation, it can take up to two weeks for an accommodation to be implemented.

- Students are asked to notify the Disability Services Office prior to enrollment in a course to allow time to collect the required documentation to establish an educational plan with a reasonable accommodation.
- Students having a temporary or sudden disability are asked to notify Disability Services Office at the on-set of the disability or as close to the onset as possible.
- Academic accommodations are not retroactive but rather are implemented once the student is determined to be eligible based on stated documentation and communication requirements.

The Disability Services Office can be reached at disabilitiesservices@ncu.edu (not case sensitive).

Granting Accommodations

The accommodation process is an interactive process between the student, the Disability Services Office and the School. After an appropriate accommodation is determined through dialogue and the review of the supporting documentation, the student will receive an ADA Accommodations Contract to review and agree to the ADA accommodation. Once the student agrees, the student's faculty member and academic advisor will be notified regarding the accommodation(s) that is approved for the student and how the accommodation(s) will be implemented.

Confidentiality

In accordance with privacy laws including FERPA and HIPPA regulations, only University team members with a legitimate need to know will have access to the details of an ADA file. Once a student is deemed eligible and has agreed to the negotiated accommodation, the ADA Program Coordinator will communicate the accommodation to the faculty and NCU team members as appropriate.

- Student services team members will not engage students about a disability.
 - If a student self-discloses a disability, the team member will acknowledge it and refer the student to the ADA coordinator.
 - Team members are not positioned to support requests for or determine eligibility of an ADA disclosure.
- Only team members who have a legitimate need to know the details of an ADA file including the disability and associated accommodation(s) will be given such information.
- Students will be referred to Disability Services Office upon disclosing a disability or asking for information regarding ADA accommodations and services.
- Documentation regarding the disability and requested accommodation will be accepted by Disability Services Office only.
- Non-ADA team members will not make any entries about a student’s disability in NCU student systems.
 - Referrals of students can be denoted in the journal as “Referred to [Name of ADA Program Coordinator].”

Grieving an ADA Accommodation

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

The ADA Grievance Review Board (AGRB) will consist of a minimum of three committee members, including a Dean, the Director of Student Records, and the Director of Student Services. If the student would like to address the AGRB directly, he/she must disclose this request in their formal grievance submission and provide a contact number.

All grievances are heard and decided upon by the ADA Grievance Review Board. The grievance decision made under the authority the AGRB is final.

PROCEDURE: GRIEVING AND OBTAINING AN ADA ACCOMMODATION

<i>Responsibility</i>	<i>Action</i>
Student	1. Northcentral University students should make every attempt to resolve concerns at the lowest levels possible. As a precursor to submission of a formalized grievance, students are asked to

	<p>contact the ADA Program Coordinator first to collaborate on an effective and timely resolution.</p> <ol style="list-style-type: none"> 2. The grievance submission begins when the student contacts the ADA Program Coordinator to initiate the grievance procedure. 3. Included in the grievance, the student will need to request to address the AGRB directly and provide a contact number. The student will have the first 10 minutes of the AGRB hearing to make a statement and to answer any questions from the AGRB. The allotted time is not to engage in dialog but rather for the student to make a statement. At the end of the 10 minutes, the student's call will be ended and the AGRB will continue the hearing.
<p>Disability Services</p>	<ol style="list-style-type: none"> 4. Contacts AGRB members and sets a hearing date. 5. Conduct a comprehensive investigation regarding the allegation. 6. Prepare a formal written report including interviews, systems research, and any supporting documents for presentation to the AGRB. 7. The ADA investigator will present the case to the AGRB members and respond / research questions from the AGRB. 8. Contacts the student to inform him/her of the AGRB hearing date and time.
<p>Grievance Board</p>	<ol style="list-style-type: none"> 9. The AGRB Board can ask ADA investigator to gather and/or answer additional questions that come from discussion and review of said materials, which supports clarity of review procedures and oversight. 10. A communication from the AGRB Board will be sent to the student and the ADA Program Coordinator, notifying the student of the decision within three business days of the date of the meeting.

Academic Services

Faculty Resource Center

The FRC's primary mission is to drive innovation in teaching and learning at NCU. To do so, the FRC will be responsible for the following:

- Develop and deliver the university's one-to-many faculty development offering;
- Lead university-wide research on the scholarship of teaching and learning;
- Evaluate innovative, cutting edge teaching and learning practices and inform the university of those practices;
- Serve the entire university as a communication and resource nexus for teaching and learning. .

Instructional Design Services

Our Instructional Designers work with content experts in the Schools to develop the highest quality courses within our instructional technology environment, creating a dynamic learning environment with assignments that help students meet the course learning outcomes.

Academic Success Center (ASC)

Northcentral University's Academic Success Center (ASC) is the one-stop spot for all NCU academic support services. We invite you to use ASC services and resources to develop your skills as a self-directed learner and succeed in your program of study. The ASC provides academic coaching in scholarly writing, reading, statistics, and time management training through Attack Your Day. The ASC houses a library of resources for students and faculty on scholarly writing, critical thinking, academic integrity, APA formatting, and links to Smarthinking tutoring services.

Official Transcripts

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

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

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

Unofficial Transcripts

The unofficial transcript record is available free of charge to all students and alumni in good standing with the University by requesting it from the student or alumni web page.

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

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

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

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

Alumni Services

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

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

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

Disability/ADA Services

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

Student Financial Services

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

Registrar

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

Enrollment Services is comprised of:

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

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

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

General Education Bachelor's Degree Requirements

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

Required General Education credits: 36

English Composition: 6

College-level Mathematics: 3

Humanities: 6

Natural Sciences: 6

Social/Political Sciences: 6

General Education Electives (can fit any of the above categories): 9

The Doctor of Philosophy (PhD) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a leadership role in business, administration, and technology management. Upon completion of the PhD program, students are expected to have a broad knowledge in fields of business and technology management and an understanding of at least one specialized area of study. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field □□□ *the Ph.D. dissertation is a new contribution to the body of knowledge* .

Doctor of Philosophy in Business Administration Program Learning Outcomes

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

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

Doctor of Philosophy in Business Administration Specializations

The Doctor of Philosophy of Business Administration (PhD) program emphasizes leadership preparation by providing a broad-based knowledge in the field of business with an understanding of at least one specialization area of study. This program is based upon scientific inquiry and independent research to create original contributions to the body of knowledge in Business. PhD Specializations are offered in the following areas:

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

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

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

Students who complete at least 15 semester credit hours in a single area of specialization at Northcentral University (not counting fundamental courses) may elect to have the specialization recorded on their transcript and diploma.

Course Length

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

PhD Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD degree programs in business have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through Northcentral
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of a Comprehensive Exam
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies for PhD Programs

All PhD students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** - PhD students are required to complete BTM7303, BTM8103, BTM8104, BTM8106, BTM8107, BTM8108 and BTM8109 at Northcentral.

- **Graduate-Level Statistics Competency** - PhD students are required to complete BTM8107 Statistics II at Northcentral.
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs.

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

Normal time to completion for this program is 88 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Doctoral Dissertation Process

Faculty assist each Northcentral University Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

PhD Doctoral Course Sequence

Credit Hours - The PhD program may be completed in 60 credits. Up to an additional 15 credit hours will be allowed as needed to complete dissertation research. Students who do not complete their program in 75 credit hours (not including Standard Curriculum courses) will be dismissed.

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

The PhD in Business requires the following courses for every specialization:

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

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS700-8 after BTM7101-8 and before BTM7300.

PhD Required Foundation Courses – 12 credit hours

BTM7101, BTM7101-8	Foundations for Doctoral Study in Business <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Business. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
BTM7300	Scholarly Literature Review <p>This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing</p>

comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation.

BTM8104, BTM8104-8

[Statistics I](#)

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

MGT7019, MGT7019-8

[Ethics in Business](#)

No longer are ethics and social responsibility, including the green movement, something organizations can ignore or do if they have funding left over at the end of the year. Ethics are required by local, state and federal legislation and today, more than ever, stakeholders at organizations are being held accountable for their actions and societal harm. 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 application to business, and how to maintain an ethical perspective within the context of a global

framework.

The PhD in Business requires five specialization and six research courses, a total of 33 credit hours. Following completion of Foundational courses, Specialization, and Research courses must be taken in sequence as described.

	Specialization Course 1
BTM7303	<p>Research Methodology</p> <p>This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation.</p>
	Specialization Course 2
BTM8103, BTM8103-8	<p>Research Design</p> <p>In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the</p>

	<p>Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.</p>
	<p>Specialization Course 3</p>
BTM8108, BTM8108-8	<p>Qualitative Research Design</p> <p>This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.</p>
	<p>Specialization Course 4</p>
BTM8107, BTM8107-8	<p>Statistics II</p> <p>This course is an advanced examination of statistical analyses commonly used for research in business. It prepares the doctoral student with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA and advanced ANOVA techniques.</p>
	<p>Specialization Course 5</p>
BTM8106, BTM8106-8	<p>Quantitative Research Design</p> <p>Prerequisites: BTM8102, BTM8104</p> <p>This course provides students with the skills essential for designing</p>

	<p>experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.</p>
<p>BTM8109, BTM8109-8</p>	<p><u>Planning Dissertation Research in Business</u></p> <p>Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.</p>

Doctoral Comprehensive Examination (PhD) - 3 credit hours

<p>CMP9500B</p>	<p><u>Doctoral Comprehensive Examination - Business (PhD)</u></p> <p>In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any</p>
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Dissertation Research course. The exam is twelve weeks.

****Dissertation Courses - 12 credit hours**

DIS9501B

[Doctoral Dissertation Research I](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9502B

[Doctoral Dissertation Research II](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and

	<p>approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
<p>DIS9503B</p>	<p><u>Doctoral Dissertation Research III</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
<p>DIS9504B</p>	<p><u>Doctoral Dissertation Research IV</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the</p>

completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

****Dissertation Research** - A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505 through DIS9509) may be taken if the dissertation requirements are not completed in DIS9504B.

Note: The Doctor of Philosophy (PhD) requires a minimum of 60 credit hours post-master's with a maximum of 75 credit hours, depending on the time required to complete the dissertation research.

PhD Specializations

Advanced Accounting Specialization

This specialization provides students with application of a broad accounting perspective and research based accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, business performance and forensic analysis. Students will be able to meet the demand for advanced analysis of management and organization of business transactions and statements related to the assets, liabilities, and operating results of business enterprises, nonprofit organizations, and higher education instruction.

PhD Specialization Courses for ACC – 15 credit hours

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

ACC7000, ACC7000-8	Advanced Managerial Accounting
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This course focuses on formulating, evaluating and interpreting accounting information for managerial decision making. Topics covered include product costing, activity-based costing, profit planning, standard costing, flexible budgeting, target costing, cost-volume-profit analysis, cost management, and capital budgeting. Managerial accountants support management and often provide information needed to make business decisions. During this course students will identify, recognize, and develop an understanding of recent developments affecting the field of managerial accounting that have been especially driven by the impact of the globalization of business activities. Managerial accountants can no longer complete tasks the way they have always been done. Businesses need more accurate cost information if they are to compete effectively within the global economy.

ACC7010, ACC7010-8

[Advanced Accounting and Fraud Examination Techniques](#)

This course examines the nature of fraud in a business setting. Topics explored include prevention, detection, and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.

ACC7015, ACC7015-8

[Advanced Forensic Accounting Theory and Practice](#)

This course reviews the role of the forensic accountant in investigations and audits. Topics covered are: the legal

	<p>environment, Sarbanes-Oxley Act Of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices.</p>
<p>ACC7020, ACC7020-8</p>	<p><u>Advanced Accounting for Non-Profit Organizations</u></p> <p>This course provides an in-depth review of the accounting principles and practices used in not-for-profit organizations, with an emphasis on governmental accounting practices. The course also covers accounting principles and practices specific to hospitals, colleges and universities, health and welfare agencies, and similar organizations. Enabling practitioners to establish logical framework for understanding, analyzing and solving the accounting challenges of non-profit organizations is stressed.</p>
<p>ACC7025, ACC7025-8</p>	<p><u>Advanced Tax Strategies</u></p> <p>This course examines vital aspects of the U.S. federal tax system. It includes coverage of important tax concepts and principles, such as planning and compliance, individual income taxes, partnerships, corporate, estate and gift taxation, and trusts. Coverage of these concepts serves as a foundation for developing effective income tax strategies.</p>
<p>ACC7030, ACC7030-8</p>	<p><u>Advanced Auditing Methods and Practice</u></p> <p>This course examines auditing theory and the application of auditing standards and methods in practice settings. These include auditing and assurance services,</p>

	audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.
ACC7035, ACC7035-8	Advanced Accounting Theory and Policy
ACC7040, ACC7040-8	<p>Advanced International Accounting</p> <p>This course examines international accounting practices, theory, and issues. These include harmonization of financial reporting and auditing, comparative accounting, translation, international taxation, transfer pricing and strategic accounting issues in multinational corporations. Special attention will be given to the adoption of International Financial Reporting Standards.</p>
ACC7045, ACC7045-8	<p>Advanced Cost Accounting</p> <p>This course provides an analysis of strategic cost management and focuses on measuring and managing costs in environments where real world economic decision making takes place based on accounting information. Topics covered include analyzing and managing costs, activity based management, process and cost allocation, planning, decision making, and evaluating performance.</p>

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

Applied Computer Science Specialization

Research and development is at the forefront of rapid changes in technology. To maintain a competitive edge, business and research institutions look for leaders who possess advanced knowledge of contemporary computer science methods. This specialization provides preparation for professional careers emphasizing research and development leadership and technology.

PhD Specialization Courses for CS – 15 credit hours

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

CS7005, CS7005-8	<p><u>Complex Database Management Systems</u></p> <p>The database administration field continues to grow exponentially, requiring executives and workers to hold advanced knowledge regarding network architecture and current technologies. The Corporation Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the Information Technology field. This course analyzes network architecture and design, including such topics as WAN, LAN, Wireless, and other leading edge technologies in network architecture from an executive perspective, exploring emerging case study applications of contemporary database software applications. Students will be evaluated on technical research projects, and case studies applied in the business areas using database applications.</p>
CS7006, CS7006-8	<p><u>Advanced Networking Technologies for Technology Leaders</u></p> <p>The Network Administration course focuses on the network administrator. The Network Administrator will concentrate on the overall health of the network, server deployment, security, and ensuring that the network connectivity throughout a company's LAN/WAN infrastructure is on par with technical considerations at the network level of an organization's hierarchy. This course will focus on topics such as computer, network and server security and other technologies in network architecture. Evaluation of peer reviewed journal articles will include case studies, and projects.</p>

<p>CS7009, CS7009-8</p>	<p><u>Advanced Topics in Management Information Systems</u></p> <p>The Information Technology field continues to grow exponentially, requiring students to hold advanced knowledge of information technology and systems. The Management Information Systems discipline needs professionals familiar with where the field has been and where it is going. The purpose of this course is to explore advanced topics including concepts, applications, and future directions of Management Information Systems. Students will be evaluated on research projects and case studies.</p>
<p>CS7010, CS7010-8</p>	<p><u>Advanced Topics in Network Communications</u></p> <p>The Information Technology (IT) field continues to grow exponentially, requiring candidates to hold advanced knowledge regarding contemporary applications of client server Web architecture. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the IT field. This course explores advanced topics in Network Architecture and Technology, including concepts, applications, and future directions regarding the development of networks for business systems. Students will be evaluated on final research projects, and case studies of businesses, performing an analysis against various Network Architecture and Technology topographies to maximize systems performances.</p>
<p>CS7013, CS7013-8</p>	<p><u>Programming Language Fundamentals for Technology Leaders</u></p> <p>In this course, students explore</p>

	<p>advanced topics in Programming Languages and Principles, including concepts, applications, and future directions regarding business systems development. The Information Technology field continues to grow exponentially, requiring executives to hold advanced knowledge regarding contemporary applications of programming languages and principles. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized leadership education in the Information Technology field. In order to assume this role, the CIO must understand the basics of programming and programming language design.</p>
<p>CS7014, CS7014-8</p>	<p><u>Software Engineering Fundamentals for Technology Leaders</u></p> <p>In this course, students will recognize the importance of modeling associated with software development. As more businesses become electronic, the need for experienced software developers increases. Software engineers, system architects, computer programmers, and information technology programmers will benefit from this course by becoming familiar with the processes technology leaders use prior to the design and implementation stage of software development. Students will assume the roles of software engineers to give them the experience and confidence that is necessary to succeed in this field.</p>
<p>CS7015, CS7015-8</p>	<p><u>Distributed Computing Fundamentals for Technology Leaders</u></p> <p>The focus of this course is the development of a professional understanding of the value and uses of Distributed Computing systems, architectures and processes aimed at meeting the business and financial needs of an organization. This course is</p>

	<p>designed for students who want an overview of designing systems that connect with multiple systems. This course provides students with a synthesis regarding the ways in which system architects, analysts, and engineers might develop a system aimed to enhance end-user satisfaction. The course concentrates on the tools needed for the mastery of Distributed Computing concepts and terms, which are important for all managers who communicate with technologists.</p>
<p>MIS7005, MIS7005-8</p>	<p>IT Network Architecture</p> <p>The purpose of this course is to provide a professional understanding of the value and uses of information systems architectures and processes designed to improve the overall performances of an organization. As such, students will explore an overview of enterprise architecture, computer networks, systems applications, and information systems processes. Topics include: the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. Emphasis is on the tools needed for mastery of enterprise network architecture concepts and terms.</p>

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

Computer and Information Security Specialization

This specialization responds to the demand in business and industry for computer security professionals who are trained in cyber-terrorism, computer forensics and computer security. The specialization focuses on developing best practices for forensic investigations and evidence handling, federal and state privacy, intellectual property, search and seizure process, and cyber-crime laws. Students study current techniques in data preservation, identification, and extraction and perform forensic analysis of systems using popular examination toolkits.

PhD Specialization Courses for CIS – 15 credit hours

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

CIS7002, CIS7002-8	<p><u>Organizations Corporate Computer and Network Security</u></p> <p>In this course, students are introduced to critical security concepts that organizational executives need to understand. Students will examine vulnerabilities such as sabotage, financial fraud, electronic attacks, blended attacks, and other malicious activity that must be understood for policy to be developed to minimize these attacks. In addition, students in this course will review countermeasures, such as access controls and biometrics, and finally develop a security plan to protect the organization.</p>
CIS7003, CIS7003-8	<p><u>Cyber Forensics</u></p> <p>In this course, students will be introduced to the field of advanced cyber forensics. Students will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, students will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.</p>
CIS7004, CIS7004-8	<p><u>Foundations of Systems Certification and Accreditation</u></p> <p>This course examines the guidelines for understanding, building and evaluating a successful organizational certification and accreditation program. This course examines several aspects of the certification and accreditation processes which include the necessary phases, system security plans, risk assessment, security procedures, certification testing, and documentation of accreditation decisions. The coordination of security for</p>

	interconnected systems will also be examined to assist in applying best practices in the system certification and accreditation processes.
CIS7005, CIS7005-8	<p><u>Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism</u></p> <p>In this course, students will examine critical infrastructure protection, Information warfare, cyber terrorism, and evolving U.S. policy response to attacks. The primary focus is Cyber terrorism which is an emerging mode of information warfare that exploits civilian and military systems' inherent vulnerabilities. Cyber terrorism's broad reach affects national and global security. This course will focus on the human and technological aspects of cyber terrorism.</p>
CIS7006, CIS7006-8	<p><u>Foundations of Computer Network Auditing</u></p> <p>This course will enable students to analyze the foundations of Information Technology (IT) auditing and control. Students will evaluate the role of IT governance and how it may apply to new and existing systems. This course will help Students to understand application system life cycle risks, analyze auditing of global IT operations, and assess the legal environment and how organizations conduct due care and follow best practices when auditing IT systems.</p>
CIS7007, CIS7007-8	<p><u>Information Security and Outsourcing Computer Systems</u></p> <p>In this course, students evaluate the risks related to information technology(IT) outsourcing, exploring how to recognize, examine, minimize, and manage these risks. The costs and benefits in the areas</p>

of IT today, namely outsourcing and security will be examined. students will be able to successfully analyze the tangible and intangible costs and benefits associated with outsourcing and off shoring IT and Information Security functions, which will in turn assist in making business and technical decisions.

CIS7008, CIS7008-8

[Advanced Risk Management in Information Assurance and Security](#)

Students in this course will review information assurance and security concepts that impact the information technology (IT) industry as whole. The challenges associated with assessing and implementing computer security are a global issue. In this course, an overview of the subject of information technology system security will be presented including the nature of risk and its application to information system security, threats, and vulnerabilities. The student will be required to strive for the highest levels of knowledge in the field of risk management and information assurance.

CIS7009, CIS7009-8

[Information Assurance from Legal and Ethical Issues](#)

This course will review information assurance concepts from both legal and ethical viewpoints and how they impact Information Technology (IT) professionals. Students will carefully examine how IT professionals utilize ethical decision making techniques with regards to IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property, employer and employee relations, and other key ethical issues.

CIS7010, CIS7010-8	<p>Disaster Recovery and Contingency Planning for the Security Professional</p> <p>The attacks that occurred on September 11, 2001 (9/11) brought organizational disaster recovery strategy into the spotlight. This course provides students with the background knowledge and skills they need to develop effective disaster prevention and recovery capabilities in various organizations. Students will be able to demonstrate an understanding of the principles of disaster recovery planning for physical security consideration, host applications, and network security measures.</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Criminal Justice Specialization

This specialization explores research in the dynamics connecting distinct legal traditions and codes operating within local, State, Federal, and multinational organizations and international resources at home and abroad. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, corrections, teaching or private consulting fields.

PhD Specialization Courses for CJ – 15 credit hours

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

CJ7002, CJ7002-8	<p>Delinquency and Criminal Justice</p> <p>In past years the Justice Department has reported a significant increase in violence among teenagers and other youths. This increase appears to have contributed to a nationwide crime spike. The Justice Department has highlighted gangs and gun violence as primary factors affecting the rise in crime. This course examines the causes of this increase in juvenile delinquency including social, economic, and cultural factors. Students will explore</p>
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	<p>national strategies to address this issue, their effectiveness and future application.</p>
CJ7004, CJ7004-8	<p><u>Organized Criminal Gangs</u></p> <p>This course provides a comprehensive review of organized crime. Gangs have fostered a culture of violence, perversion and hate. This course will review gang organizational traits, traditions, criminal activities, violence, prison gang structure, the Ku Klux Klan, and other white supremacy groups. An in-depth examination will be conducted into the connection of organized crime in the United States to other nations and world-wide organizations, including organized crime in Russia and Latin America.</p>
CJ7006, CJ7006-8	<p><u>Illegal Maritime Narcotics and Migrant Smuggling</u></p> <p>For centuries the maritime realm has been used by smugglers, fishermen, pirates and others engaged in illegal activity. Despite increased security efforts, maritime threats and vulnerability remain sources of concern for the world's Maritime Transportation System. This course explores the issues of illegal narcotic and migrant smuggling as they relate to the maritime environment.</p>
CJ7009, CJ7009-8	<p><u>Institutional Corrections</u></p>
CJ7010, CJ7010-8	<p><u>Effective Police Tactics, Techniques and Methodologies</u></p> <p>This course will examine police tactics, techniques and methodologies exposing the student to best practices including evidence collection, agency collaboration and jurisdictional requirements. The student will develop a keen understanding of the latest techniques</p>

	<p>and technologies that may be employed in a criminal investigation as well as the research and development techniques used to generate new tactics and methodologies with a primary focus on forensic science.</p>
<p>CJ7011, CJ7011-8</p>	<p>Ethics and Criminal Justice</p> <p>This course provides a comprehensive review of how ethics and critical thinking play a role in policing and administrative management of law enforcement. the ethical challenges faced by police officers at various levels of command and the systems in place to prevent unethical practices by law enforcement will be explored. Special attention will likewise be given to workplace stress. A review of crime scene investigation, evidence handling, and police officer testimony in court will also be addressed in this course.</p>

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

Financial Management Specialization

This specialization concentrates on research and development analyses used to manage and allocate financial resources and develop effective strategic planning for projection and ROI issues. Students will analyze financial and non-financial organizations - private, public, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations.

PhD Specialization Courses for FIN – 15 credit hours

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

<p>FIN7012, FIN7012-8</p>	<p>Advanced Corporate Finance</p> <p>This course examines advanced components of corporate finance, with an emphasis on theories that shape the decision-making process. Students will</p>
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	<p>analyze important interest rate theories and a theoretical model of the relationship between risk and return, as well as the drivers to the valuation of corporate securities. The student will learn about the capital budgeting process and the theories of capital structure. Toward the end of the course, students will shift their focus to short term assets management topics, in order to better assess the importance of managing working capital.</p>
<p>FIN7013, FIN7013-8</p>	<p><u>Investment Portfolio Analysis</u></p> <p>This course examines the advanced components of investments with an emphasis on financial markets 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.</p>
<p>FIN7014, FIN7014-8</p>	<p><u>Managing Financial Institutions</u></p> <p>This course examines the most important advanced components of financial institutions with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student is required to develop some in-depth papers on the primary academic topics within financial institutions. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate risk and credit risk. Next the course studies</p>

	<p>derivative securities for financial institutions. The course finishes with a thorough examination of an academic paper and then the development of a presentation on financial institutions.</p>
<p>FIN7015, FIN7015-8</p>	<p><u>Advanced Financial Statement Analysis</u></p> <p>The student will examines the most important advanced components of financial statement analysis with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student will be required to develop some in-depth papers on the primary academic topics within financial statement analysis. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the balance sheet and income statement. It continues with an examination of financial ratios. It provides a careful examination of a common size statement. The course studies the decomposition analysis and the impacts of financial leverage.</p>
<p>FIN7016, FIN7016-8</p>	<p><u>Financial Management for International Business</u></p> <p>In This Doctoral level course students will examine advanced components of international finance. The topic areas of The course include the international monetary system, the balance of payments, the foreign exchange market, the risk exposures to foreign exchange, the use of derivatives to hedge exposures to foreign exchange, the global funding of equity and debt, the project assessment of a corporate investment into a foreign country and the working management issues for a multinational company. Overall, students</p>

	<p>in this course are offered a thorough examination of both practical and academic analyses related to multinational business finance.</p>
<p>FIN7018, FIN7018-8</p>	<p><u>Accounting and Control for Nonprofit Organizations</u></p> <p>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.</p>

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

Health Care Administration Specialization

This specialization develops essential perspectives and skills for application of theoretical and research-based health care industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on strategic planning in health care and managed systems, comparative health care system analysis, and examine strategies related to total quality management in health care.

PhD Specialization Courses for HCA – 15 credit hours

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

HCA7012, HCA7012-8	<p><u>Health Care Industry and Financial Management</u></p> <p>This course is an application of financial management techniques for decision making by health care professionals. This course is designed to prepare students for supervisory and management roles. Course objectives are to understand the underlying importance of the capital management cycle, financial credit analysis, budgeting and debt processes, financial management leadership and planning, and best practices in capital allocation, debt vehicles, and effective financial management. Students will focus on developing an enhanced level of understanding of what it takes to lead healthcare organizations through tough financial times. Mastery of course concepts requires a demonstration of critical thinking and communication skills.</p>
HCA7013, HCA7013-8	<p><u>Legal and Ethical Issues in Health Care Research Management</u></p> <p>This course focuses on research management and ethics within the health care industry. Using cases and examples, the first part of the course focuses on major management and leadership issues and the second part deals with legal and ethically relevant matters. These may include research methods, various publishing and authorship issues, conflicts of interest and misconduct, human subjects, intellectual property, and data manipulation.</p>
HCA7014, HCA7014-8	<p><u>Advanced Concepts and Applications in Health Policy and Management</u></p>

	<p>This comprehensive course focuses on key principles and practices of health care management, planning, and policy-making. Students will study key principles of the historical development, structure, and operation of the health care delivery system and will explore the way health care is delivered, the role of policy formulation, and health care resource and ethical considerations. Mastery of course concepts requires demonstration of critical thinking and communication.</p>
<p>HCA7015, HCA7015-8</p>	<p><u>Health Care Educational Theory and Application</u></p> <p>In this course, students evaluate the healthcare delivery system and educational theories. This course utilizes the skills in comprehension, analysis, and synthesis to integrate these frameworks in the design and evaluation of health care industry. Mastery of course concepts requires demonstration of critical thinking and communication skills by a combination of research papers, self-assessments, quantitative reasoning, interviews, observations, case studies, or other activities.</p>
<p>HCA7019, HCA7019-8</p>	<p><u>Managerial Leadership within Managed Health Care Systems</u></p>
<p>HCA7020, HCA7020-8</p>	<p><u>Global Issues in Health Care Policy and Management</u></p> <p>Students will examine the global issues of health care policy and management with particular emphasis on global perspectives. These global perspectives are both comparative and trans-national. Thus, the focus will compare the ethical approaches to health system issues in various countries on informed consent,</p>

	refusal of treatment, physician-assisted suicide, and reproductive health. Finally, the course will address issues regarding U.S. health professionals and organizations providing services in other countries.
HCA7022, HCA7022-8	<p>Health Care Strategic Management</p> <p>This course examines the integration of business and functional plans, performance audits, organizational culture, gap analysis, and values clarification. Students will conduct analysis of current and future trends and issues affecting health care are reviewed in the context of visioning, strategic planning, and tactical planning. The student will be assessed on the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.</p>

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

Homeland Security: Leadership & Policy (HS) Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. This specialization focuses on rigorous research exploring advanced concepts and methods, and applying theory and emerging concepts through innovative approaches to complex problems. Students may choose from a variety of courses in terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues.

PhD Specialization Courses for HS – 15 credit hours

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

HS7000, HS7000-8	<p>Homeland Security and Terrorism</p> <p>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</p>
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	<p>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.</p>
<p>HS7004, HS7004-8</p>	<p><u>Local Emergency Management and Civil Preparedness</u></p> <p>In this course, students will analyze the operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the Incident Command System functions and use it to plan the use of emergency response organizations. Students will explain and assess local community capabilities to maintain the safety of their populations and the processes through which local emergency response agencies can request assistance.</p>
<p>HS7010, HS7010-8</p>	<p><u>Aviation and Ground Transportation Security</u></p> <p>In this course, students will closely examine the aviation, ground, and maritime transportation networks with regard to the security demands now placed on them. The course assignments include the exploration of the actual threat to each industry with regard to the appropriate counterterrorism measures within each component from a domestic and global perspective. Regulatory agencies, both domestic and international will be reviewed in conjunction with international treaties.</p>
<p>HS7013, HS7013-8</p>	<p><u>Intelligence and Law Enforcement</u></p> <p>In this course, students will take a critical</p>

	<p>look at the integration of intelligence operations and law enforcement in the realm of homeland security. Topics will also include the composition of the U.S. intelligence community, roles of various U.S. intelligence agencies, and issues facing the U.S. intelligence community. The course provides the knowledge necessary to effectively utilize strategic intelligence in the law enforcement and public safety realm.</p>
<p>HS7014, HS7014-8</p>	<p><u>Strategy, Resiliency, and Coping with Fear</u></p> <p>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.</p>
<p>HS7020, HS7020-8</p>	<p><u>Security of the Maritime Transportation System</u></p> <p>The asymmetric threat posed by maritime terrorism has become an increasing concern to security experts throughout the world. This Doctoral level course explores the world of maritime terrorism. The course provides students an opportunity to analyze a variety of risk issues, key challenges, and both national and international strategies including the International Maritime Organization's International Ship and Port Security (ISPS) Code.</p>

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

Advisor.

Human Resources Management Specialization

This specialization explores the interrelationships between human resource capital, leadership, and business organization. Students research theory and practice for HRM information systems, compensation and staffing strategies, training and professional development, cultural diversity, innovation, labor relations, and legal issues in HRM.

PhD Specialization Courses for HRM – 15 credit hours

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

HRM7000, HRM7000-8	Human Resources Management This course will focus on the development of the human resource function in organizations. While understanding and management of human behavior within organizations is necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.
HRM7001, HRM7001-8	Information Systems within HR This course focuses on the identification, development, implementation, and practical use of information systems technology within the human resource function in organizations. While understanding and management of human behavior in organizations is necessary for optimal organizational effectiveness and individual outcomes, proper use and functionality of Human Resource Information Systems (HRIS) are vital in today's organizations.
HRM7002, HRM7002-8	Compensation and Benefits This course explores the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and

	<p>benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.</p>
<p>HRM7003, HRM7003-8</p>	<p><u>Labor Relations</u></p> <p>In this course, students will explore all aspects of labor relations from a human resources perspective. This will include the history, structure, politics, processes, and relationships associated with bargaining units (unions). Students will examine how unions can change attitudes and behaviors of management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.</p>
<p>HRM7004, HRM7004-8</p>	<p><u>Supervising in the 21st Century</u></p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>This course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.</p>
<p>HRM7006, HRM7006-8</p>	<p><u>Change and Innovation within HRM</u></p> <p>In this course, students will demonstrate the use of performance benchmarking criteria in the human resource department and for an organization overall. This includes such aspects as establishing metrics, gathering data, analyzing data, and driving change based on this information. Twenty-first century</p>

	managers must be astutely aware of the focus and direction that the organization and the data are leading them.
HRM7007, HRM7007-8	<p>Cultural Issues</p> <p>This course demonstrates the uniqueness of culture and its impact on all aspects of organizational operations. This includes such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. Twenty-first century managers must be astutely aware of how cultural issues impact work and ability to gain competitive advantage.</p>
HRM7008, HRM7008-8	<p>Legal Issues in Human Resources Management</p> <p>This course considers the relationships that are established between employers, employees, and independent contractors based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.</p> <p>Type your drop-down text here.</p>

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

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

This specialization explores the application of industrial and organizational psychology and management theory to the understanding of people in work environment. In this interdisciplinary specialization, students complete courses in the School of Business and the School of Psychology in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct advanced research related to the application of organizational and psychological theory to human resource management.

PhD Specialization Courses for IOP – 15 credit hours

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

IOP8400, IOP8400-8	<p><u>Industrial/Organizational Psychology</u></p> <p>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.</p>
IOP8404, IOP8404-8	<p><u>Consulting in Business, Education and Health</u></p> <p>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.</p>
MGT7006, MGT7006-8	<p><u>Advanced Topics in Organizational Behavior</u></p> <p>Understanding how managers need to develop their interpersonal or people skills if they are going to be effective in their jobs is a critical skill. Through evaluation, comprehension, and synthesis of the concepts and constructs we examine how organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then apply that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. As managers accomplish their work</p>

	through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work and the perspectives needed to manage individuals from diverse backgrounds.
MGT7022, MGT7022-8	<p>Advanced Topics in Organizational Development</p> <p>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.</p>

Select 1 course from the following (3 credit hours):

MGT7110, MGT7110-8	<p>Leadership in Organizations</p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management or fundamental Psychology courses</p> <p>The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?</p>
MGT7014, MGT7014-8	<p>Business and Management Consulting</p> <p>This course allows those in the consulting field to advance their professional skills</p>

	<p>and conceptualize business operations. This course defines the concept of consultation, how it is effectively practiced, and the different forms it can take. Models for consulting in organizational settings are presented in a practical manner. Students explore the process and dimensions of management consulting including identification and nature of the client system, definition of the problem(s) in establishing the contract, ethics, tools, and consulting practice techniques.</p>
HRM7008, HRM7008-8	<p>Legal Issues in Human Resources Management</p> <p>This course considers the relationships that are established between employers, employees, and independent contractors based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.</p>

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

International Business Specialization (IB)

This specialization focuses theory and research of business practices in multinational and international organizations. Students interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad benefit from this specialization. The specialization provides students with comprehensive education and research techniques in cross-disciplinary subjects of management, law, government, diplomacy, international studies, economics, finance, and marketing. Students study international business theory, advanced qualitative and quantitative research, and problem-solving techniques related to international law, economics, marketing, and global strategic planning.

PhD Specialization Courses for IB – 15 credit hours

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

IB7002, IB7002-8	International Business Environments
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This course requires students to examine international business theory and their applications in North America, Asia-Pacific, Europe, Latin-America, the Middle East, and Africa. The emphasis is on developing higher-level thinking skills with an ability to critically evaluate international business environments to explore and compare differences in international markets and their effects on conducting business in the particular region. Students are assessed for their independent thinking and theoretical application to resolve complex topical research issues and case problems. Journal articles and current research are used to present course material to guide students are to develop decisions-making skills required for managers working in varied international business environments.

IB7012, IB7012-8

[Global Economic Environment](#)

In this course, students will explore international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic theory and international economic and financial governance institutions. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case problems.

IB7013, IB7013-8

[Global Marketing Environment](#)

In this course, students will examine specific issues of social and cultural environments in the context of global marketing. Global marketing research and product launches are differentiated when entering overseas markets and in conducting marketing operations globally as opposed to “domestic” levels. Attention is focused on complex problem

	<p>solving techniques through an examination of culture and customer differences in different parts of the world. This course also provides a new learning experience for global marketing professionals that need new methods to develop product designs and implement comprehensive marketing brand and plan strategies throughout the world.</p>
<p>IB7014, IB7014-8</p>	<p><u>Cultural Environment of Global Business</u></p> <p>This course examines the theoretical and practical complexities of operating within international environments. Managing global business expansion, establishing organizational relationships and developing strategies for global operations will also be examined.</p>
<p>IB7016, IB7016-8</p>	<p><u>International Business Strategic Management</u></p> <p>The purpose of this course is to address the strategic management decisions of multinational corporations (MNCs) to enhance success in a global economy. Students will examine decisions-making skills and situations faced by managers of MNCs to meet changes in financial and economic environments. The course examines global strategy, structures, and global strategic management knowledge.</p>
<p>IB7017, IB7017-8</p>	<p><u>International Business Law & Environment</u></p> <p>This course covers the principles, scope and basic mechanism of international law, development and practices. The impacts of international relations and the legal environment on global business will also be examined. The course incorporates major cases of emerging disputes and dispute resolution among nations over such issues as intellectual</p>

property rights, labor and trade subsidy policies. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case study problems.

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

Management Specialization

This specialization provides a conceptual overview of modern theory and practice in business management and administration. Students explore theory and research historical frameworks in today's global business environment through management research projects. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting.

PhD Specialization Courses for MGT – 15 credit hours

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

MGT7000, MGT7000-8	<p>Business Organization and Management</p> <p>Students will develop rational and employable management tools for working within an organization by understanding and analyzing various management techniques, concepts of organization, and analytical skills that are useful for effective organizations. Students are provided a comprehensive and multidimensional understanding of decision-making, communication, and budgeting. The course also examines the responsibilities of management practices in the organization to include employee motivation, leadership, and workplace trends.</p>
MGT7002, MGT7002-8	<p>Marketing Management</p> <p>We examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation of marketing theory built around environmental research, marketing</p>

	<p>strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.</p>
<p>MGT7006, MGT7006-8</p>	<p><u>Organizational Behavior</u></p> <p>Understanding how managers need to develop their interpersonal or people skills if they are going to be effective in their jobs is a critical skill. Through evaluation, comprehension, and synthesis of the concepts and constructs we examine how organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then apply that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. As managers accomplish their work through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work and the perspectives needed to manage individuals from diverse backgrounds.</p>
<p>MGT7007, MGT7007-8</p>	<p><u>Strategic Management</u></p> <p>Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>The concepts and constructs that are the foundation of Strategic management are the focus of the course that looks at long-term needs of an organization and the implementation or plans necessary to address those needs. The techniques can be applied to organizations of any size or in any industry and are appropriate to international and non-profit endeavors, as well as ordinary businesses, public and private. The</p>

	<p>course is designed to help students think strategically and apply that skill to a variety of situations.</p>
<p>MGT7009, MGT7009-8</p>	<p><u>International Business</u></p> <p>Understanding the global forces of business and management will allow students to analyze and evaluate the underlying constructs to synthesize the concepts of international business. This course focuses on many aspects of global business, including international trade and investment, environmental and sustainability factors, politics, laws, competitive strategies, and global leadership and management.</p>
<p>MGT7012, MGT7012-8</p>	<p><u>Managerial Accounting for Decision Making</u></p> <p>The constructs of Managerial Accounting emphasizes the uses of accounting data to support the activities of managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.</p>
<p>MGT7013, MGT7013-8</p>	<p><u>Entrepreneurship</u></p> <p>This course will help entrepreneurs and all managers create a mindset and understanding of the driving forces of new business development. This course is built on practical concepts in entrepreneurship and E-entrepreneurship.</p>
<p>MGT7014, MGT7014-8</p>	<p><u>Business and Management Consulting</u></p> <p>This course allows those in the consulting field to advance their professional skills and conceptualize business operations. This course defines the concept of</p>

	<p>consultation, how it is effectively practiced, and the different forms it can take. Models for consulting in organizational settings are presented in a practical manner. Students explore the process and dimensions of management consulting including identification and nature of the client system, definition of the problem(s) in establishing the contract, ethics, tools, and consulting practice techniques.</p>
<p>MGT7016, MGT7016-8</p>	<p>Managing Change</p> <p>Turbulent and dynamic environments challenge all executives in the management of the organization. This course specifically examines the different aspects of organizational change. It focuses on techniques involved in creating, managing, and sustaining change and responses to different opportunities and challenges of organizational change.</p>
<p>MGT7022, MGT7022-8</p>	<p>Organizational Development</p> <p>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.</p>
<p>MGT7023, MGT7023-8</p>	<p>Crisis Management</p> <p>This course explores the difference between crisis and disaster, reviews the purpose of Business Continuity planning, identifies methods of analyzing a business for risk, and out of that assessment, suggests how to prevent, mitigate and resolve a disaster. In order to examine these issues, the student researches scholarly and contemporary</p>

	<p>publications. The literature contains many examples regarding how businesses experience disruptions, and out of these, the crises lessons that can be learned that predict success as well as identify the roots of failure.</p>
<p>MGT7026, MGT7026-8</p>	<p><u>Effective Managerial Communications</u></p> <p>Effective communication is key for success in business and in academia. This course will help students identify methods to successful implementation of communication methods, identification of styles of communication, and organizing processes including critical thinking and use of technology as a primary means of communication. Emphasis is placed on skills and applications required for essential and effective communication through course papers and examples presented within the course.</p>
<p>MGT7027, MGT7027-8</p>	<p><u>Legal Implications in Management</u></p> <p>In this course, students will become familiar with legal principles and management, particularly their affects and outcomes in business. Laws and requirements or regulation are constantly changing and students need to be prepared in both academia and business. Through a series of case analyses and assessments, students will traverse numerous aspects of the legal implications managers face today, and how this is different from the past decades.</p>
<p>MGT7029, MGT7029-8</p>	<p><u>Strategic Leadership</u></p> <p>Students in this course will explore numerous decision making requirements related to strategy and leadership. Particularly, students will focus on corporate governance, how to be a contemporary leader in a global and technological age, and how to manage</p>

	<p>succession and turnover. Students will evaluate how one becomes a successful strategic leader and how these attributes are formulated and recognized.</p>
<p>MGT7110, MGT7110-8</p>	<p>Leadership in Organizations</p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management or fundamental Psychology courses</p> <p>The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?</p>

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

Management of Engineering and Technology Specialization

This specialization focuses on integrating practical technical experience with management theory and research. This specialization focuses on the synergism between technology and business practices to improve organizational outcomes. Research projects provide in-depth analysis of principles of productivity, quality management, productivity using technology, and environmental systems management.

PhD Specialization Courses for MET – 15 credit hours

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

<p>MET7000, MET7000-8</p>	<p>Fundamentals of Productivity</p> <p>To achieve a competitive advantage,</p>
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organizations attempt to increase productivity, responsiveness, and adaptability. Problems and challenges accompany efforts directed towards achieving the highest level of productivity and efficiency. In this doctoral-level course, students will examine the productivity considerations of today's organizations including a fluctuating economy, technological advancement, variable work volumes, and increased globalization.

MET7002, MET7002-8

[Applications of Systems Theory](#)

There is little doubt that the 21st century will bring unheralded change to the business world. A system must exhibit certain principles of interrelationships, such as wholeness or hierarchic order, to ensure the collective behaviors result in an efficient final system product. System thinking integrates the individual, team, and various departments into activities associated with organizations, environment, and strategy. The result is a more accurate representation of the organization and its environment. Situational contingencies and context influence the individual's level of actions within the organization and the organization's context influences the individual's actions. This course, designed for Doctoral students, examines the application of systems theory, which focuses on complexity and interdependence.

MET7003, MET7003-8

[Applications of Decision Theory](#)

During the business day, supervisors, leaders, those on the manufacturing line, those drafting blueprints, and everyone else in the business environment are faced with making a decision. Some decisions are common and are made

	<p>easily while other decisions are political, complex or require vast amounts of data to make the final decision. To make a correct a decision the person needs to follow a methodology to ensure the proper facts are considered and hidden traps of decision-making are avoided.</p>
<p>MET7006, MET7006-8</p>	<p><u>Operations Research</u></p> <p>Students in this course will examine the management of operations sequences defined as the management of transformation systems that convert inputs into goods and services. Operations management activities are at the core of all business organizations. Operations management is concerned with the creation of goods and services, which embodies the collection of design knowledge, planning, operation executing, forecasting, assuring quality, scheduling, motivating employees, and the control of systems that convert inputs to outputs.</p>
<p>MET7015, MET7015-8</p>	<p><u>The Impact and Process Optimization of Technology</u></p> <p>This course, designed for doctoral students, permits them to examine how people skills, processes, and machines relate to current technology and through proper process optimization coupled with strategic focus, can provide an organization with a competitive advantage.</p>
<p>MET7020, MET7020-8</p>	<p><u>Strategic Technology Management</u></p> <p>The primary question for a strategic manager of innovation and technology is where to look for opportunities. Since business accepts change as a constant and is likely accepting change at a more rapid rate in the 21st century, one</p>

potential opportunity area is customer expectations and demands for the organization's products while looking for the disruptions in the product development process. The product development process is a cycle where innovation leads to productivity, productivity leads to intensified competition, and intensified competition leads to innovation. This Doctoral level course examines how technology is the identification, description, and explanation of needs resolved for business and industry applications. It is important to realize is that technology evolves from implementation modifications due to customer feedback. This evolution is a trajectory of needs.

MET7029, MET7029-8

[Enterprise Project Management](#)

A strategic plan is an intended course of action created prior to executing said course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people, and by action. Effective communication is critical to the success of leaders of information. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This Doctoral level course examines the three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.

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

Management Information Systems Specialization

This specialization combines and applies the components of both computer systems and management disciplines. The focus is using LAN/WAN/Database systems to enhance the management process and business outcomes, applying contemporary research and current theories in the MIS field.

PhD Specialization Courses for MIS – 15 credit hours

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

MIS7000, MIS7000-8	<p>Information Technology Management</p> <p>This course provides a basic understanding of the value and uses of information systems (IS) for business operations, management decision-making, and strategic advantage with a focus on eBusiness. The course concentrates on providing the tools needed for mastery of the information systems concepts and terms, which are important to end user managers. This course is designed for students who want an overview of information business applications that can be deployed and managed across a broad spectrum. This course, thus, provides a synthesis regarding the ways in which information technology (IT) managers may use various resources to improve business performances to achieve organizational goals.</p>
MIS7002, MIS7002-8	<p>Database Administration and Management</p> <p>This course will encourage database administration and management personnel such as executives, strategic planners, network and information technology (IT) and system (IS) managers and scientists, data archivists, corporate librarians and information managers, systems integrators, and consultants to enhance their knowledge of the process of data collection,</p>

	<p>conversion, and migration. This course will present to students how data models align with the overall scope of business operations, which include hiring and forming strategic partnerships with knowledge workers.</p>
<p>MIS7003, MIS7003-8</p>	<p><u>Information Technology Decision Support</u></p> <p>This course provides a professional understanding of the value and uses of information systems for business collaborations, management decision-making. This course is designed for students who desire to understand collaboration, decision support systems, and executive information systems from a business perspective. This course provides with a synthesis regarding the ways in which the students can utilize decision support systems to improve corporate competitiveness within the global marketplace. The course concentrates on providing the tools needed for mastery of decision support systems concepts and terms, which are important for all senior executives and stakeholders.</p>
<p>MIS7004, MIS7004-8</p>	<p><u>IT Data Communications Management</u></p> <p>Prerequisites:</p> <p>MIS5004 or equivalent or permission of the Dean of the School of Business and Technology</p> <p>This course presents the technical, economic, social, and management issues involved in building network architectures to deliver reliable, consistent, low cost information transmission services. Those who manage corporate network equipment and facilities will understand the theory behind, and application of, data communication principles.</p>

MIS7005, MIS7005-8	<p>IT Network Architecture</p> <p>The purpose of this course is to provide a professional understanding of the value and uses of information systems architectures and processes designed to improve the overall performances of an organization. As such, students will explore an overview of enterprise architecture, computer networks, systems applications, and information systems processes. Topics include: the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. Emphasis is on the tools needed for mastery of enterprise network architecture concepts and terms.</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Marketing Specialization (MKT)

This specialization focuses on marketing management and research, including managing the entire scope of product life cycle for domestic and international marketing. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary marketing practices and research theory.

PhD Specialization Courses for MKT – 15 credit hours

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

MGT7002, MGT7002-8	<p>Marketing Management</p> <p>We examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.</p>
MKT7000, MKT7000-8	<p>Strategic Service Marketing</p>

This course will prepare students in the understanding of service marketing theory. These concepts provide the foundation necessary to examine the components of formulating service dominant logic. Through investigative research, aspects of theory development are identified and new theories are formulated. The research work developed through this course is suitable for an initial concept paper, research study, or for journal publication in order to further prepare the doctoral student.

MKT7001, MKT7001-8

[Strategic Sales Force Management](#)

Students in this course will explore the role of the sales force, which is expanding greatly as a result of economic and competitive pressures and social and cultural changes in markets. Salespeople are often engaged in consultative relationships with their customers. The student will explore strategic sales force management issues, organizing, staffing, and training a sales force, and directing sales force operations. This will include the analysis of motivational issues, sales planning, and evaluating sales performance. In addition, the ethical and legal responsibilities of sales managers will be covered.

MKT7002, MKT7002-8

[Customer Relationship Management Strategies](#)

The manner in which a company develops and manages customer relationships has evolved over the past two decades. This Doctoral level course explores strategies to develop and align customer, channel, brand, and relationship strategies to ensure that Customer Relationship Management (CRM) projects are effectively managed. Customers' needs, preferences, and behavior are analyzed so that the insight gained can be utilized to design better ways of interacting with customers or

	<p>market segments. CRM strategies in communications, government, manufacturing, resources, and retail are examined. CRM processes are analyzed to determine the impact on the overall profitability of the company.</p>
<p>MKT7003, MKT7003-8</p>	<p><u>Advertising and Promotion Strategies</u></p> <p>This course focuses on the effective use of integrated marketing communications (IMC) programs and processes. Students will analyze the communications process, evaluate objectives and budgeting for promotional programs, explore creative strategies for planning and developing advertising, measure the effectiveness of promotional programs, and examine regulatory issues and the social, ethical, and economic aspects of advertising and promotion.</p>
<p>MKT7100, MKT7100-8</p>	<p><u>Consumer Behavior Theory and Practice</u></p> <p>Students in this course will explore consumer behavior theory and consumer behavior. Consumer behavior theory examines the applications of creating theoretical constructs incorporating marketing dominant logic, customer lifetime value models, and new analytical methods to develop and design consumer response systems and marketing strategy. Customer loyalty and satisfaction are measures to help assess impacts of various new marketing strategies using techniques and scales to create improved consumer results.</p>
<p>MKT7101, MKT7101-8</p>	<p><u>Brand and Product Management</u></p> <p>This course incorporates product and brand strategies into a comprehensive management platform for understanding how to create the best marketing plans using an optimal marketing mix. Brand</p>

	<p>development focuses on image and equity coupled with product management. Creating new concepts and constructs requires best practices and a balance between plan requirements and brand needs in order to develop optimal marketing results.</p>
<p>MKT7104, MKT7104-8</p>	<p><u>Advanced Ethical and Legal Cases and Applications in Marketing</u></p> <p>Students will examine the ethical and legal aspects associated with marketing products and services in this course. Topics such as contractual agreements, trademarks, advertising, consumer protection, warranties, intellectual property and protection of a product and company are evaluated. A clear understanding of the ethical and legal issues surrounding products and services is critical in order to protect consumers, employees and organizations.</p>
<p>MKT7105, MKT7105-8</p>	<p><u>Qualitative Marketing Research Theory</u></p> <p>This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies. Using research methods for defining and analyzing marketing characteristics, this course provides students a review of techniques to define and identify best qualitative research measures. These techniques assist in creating rationale for further investigation into marketing strategy decisions.</p>
<p>MKT7106, MKT7106-8</p>	<p><u>Quantitative Marketing Research Methods and Techniques</u></p> <p>Marketing Research requires using quantitative tools that identify growth opportunities, utilize scarce resources</p>

efficiently, determine best segments, optimally position products, and create new products that fit customer demand. New marketing initiatives need economic justification that enable professionals to clearly make strategic decisions offering best choice options for improved performance. The student will use a series of analytical tools to solve various decision problems using a unique software product to pinpoint better decision frameworks.

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

Organizational Leadership Specialization (Interdisciplinary)

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. The focus of this specialization is to provide the student with a theoretical research approach to strategic planning in all phases of organizational leadership including building organization capacity and sustainability. This interdisciplinary specialization appeals to professionals in business administration, human resources, non-profit administration, and related fields, whose professional goal may be organizational consulting or a senior leadership position in corporate, government, not-for-profit, educational or community organizations.

PhD Specialization Courses for OL – 15 credit hours

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

OL7001, OL7001-8

[Conflict Resolution and Mediation](#)

Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative

	<p>and mediated negotiations are emphasized.</p>
<p>OL7002, OL7002-8</p>	<p><u>Building Organizational Capacity</u></p> <p>There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.</p>
<p>OL7003, OL7003-8</p>	<p><u>Leadership for Excellence</u></p> <p>In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.</p>
<p>OL7004, OL7004-8</p>	<p><u>Theory and Practice of Organizational Leadership</u></p> <p>In this course, students will examine in-depth leadership theories and their</p>

	<p>applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.</p>
<p>OL7005, OL7005-8</p>	<p><u>Ethical Leadership</u></p> <p>In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.</p>
<p>OL7007, OL7007-8</p>	<p><u>Leader as Coach</u></p> <p>In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.</p>
<p>OL7008, OL7008-8</p>	<p><u>Executive Leadership in Nonprofit Organizations</u></p> <p>In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary</p>

responsibilities, marketing and communication, and developing a SWOT analysis.

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

Project Management Specialization

This specialization explores research and development of principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on theoretical application of research to management, leadership and team building in the project/program environment.

PhD Specialization Courses for PM – 15 credit hours

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

MET7029, MET7029-8

[Enterprise Project Management](#)

A strategic plan is an intended course of action created prior to executing said course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people, and by action. Effective communication is critical to the success of leaders of information. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This Doctoral level course examines the three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.

<p>PM7000, PM7000-8</p>	<p><u>Project Procurement Management</u></p> <p>Doctoral students will examine strategies and materials necessary for the project team to perform their mission. This final assessment will incorporate contract management and the change control processes required to administer contracts or purchase orders.</p>
<p>PM7004, PM7004-8</p>	<p><u>Project Risk Management</u></p> <p>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.</p>
<p>PM7008, PM7008-8</p>	<p><u>Project Monitoring and Control</u></p> <p>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.</p>
<p>PM7012, PM7012-8</p>	<p><u>Multiple Project Management</u></p> <p>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.</p>

PM7016, PM7016-8	<p>Managerial Budgets and Project Management</p> <p>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.</p>
PM7020, PM7020-8	<p>Developing High Performing Teams in a Project Management Environment</p> <p>This course focuses on developing high performing teams to mitigate people problems in the project management environment. Students will be assessed on their ability to research, conceptualize, and mitigate human capital problems and issues.</p>

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

Public Administration Specialization

This specialization focuses on research related to government and public agency budgeting, government relations, public personnel policy management, political systems, and urban planning. Curriculum emphasizes strategic planning including contemporary program evaluation, complex public organizations, and environmental compliance, along with strategies needed to meet the challenges in government management at the local, state and federal levels.

PhD Specialization Courses for PUB – 15 credit hours

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

HRM7000, HRM7000-8	<p>Human Resources Management</p> <p>This course will focus on the development of the human resource function in organizations. While</p>
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	<p>understanding and management of human behavior within organizations is necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.</p>
<p>PUB7000, PUB7000-8</p>	<p>Public Administration</p> <p>This course provides the student an opportunity to examine major ideas, developments, and figures in the field of American public administration. The course utilizes a historical approach to understanding the contextual influences of thinkers and movements related to public administration. Doctoral students will compare and contrast historical and current trends, and analyze the development of modern public administration and conditions affecting social, political, and applied management theories.</p>
<p>PUB7002, PUB7002-8</p>	<p>Administrative Law</p> <p>This course delves into the key components of administrative law with the principal focus on state and federal laws. Course objectives include the synthesis and evaluation of administrative due process, adjudication, judicial review actions, and the Freedom of Information Act. The nature of the powers vested in administrative agencies, the problems of administrative procedure, and the methods and extent of judicial control over administrative action are also examined.</p>
<p>PUB7003, PUB7003-8</p>	<p>Urban Politics</p> <p>Students will examine key issues in urban politics. Students will explore academic and practical resources</p>

	<p>regarding governance, urban expansion, race, ethnicity, and culture. Students will evaluate the principal questions asked by scholars in this subfield, the methodological approaches employed, and the avenues available for future research.</p>
<p>PUB7004, PUB7004-8</p>	<p>Urban and Regional Planning</p> <p>Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>This is a course in urban planning with an integrated overview of the theory, processes, and practices of modern strategic planning in the public and nonprofit sectors. Students will explore Contemporary strategies, techniques, and tactics with a focus on the application of theory and public orientation of policy formulation process at the local level of government. This course is designed to provide a conceptual framework and conceptual skills that will help students understand the role of public officials and the impact of public opinion within the broader scope of institutional planning and decision-making.</p>
<p>PUB7005, PUB7005-8</p>	<p>Public Budgeting and Finance</p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>Budgets and financial resources are integral components of most management decisions, especially within governmental entities. This doctoral level course will examine budget formulation, implementation and execution systems, including local government financial statements; use of modern financial management technology, analysis and recommendation of improvements in</p>

	<p>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.</p>
<p>PUB7012, PUB7012-8</p>	<p><u>Technology in Public Administration</u></p> <p>This course explores the impact of information technology on public administration. The role of technology and the Internet in improving government operations and service delivery are the focus of the course. Students will analyze and examine key benefits, including access to government information and transactions, citizen participation, homeland and national security missions, inter and intra-agency communications, and intergovernmental communications. Students will also examine technology compliance issues regarding federal and international laws.</p>
<p>PUB7014, PUB7014-8</p>	<p><u>The U.S. Federal Government</u></p> <p>In this course, students will explore the organization, function, operation, and politics of the United States Federal government. Students will examine the foundations and historical events of federalism by assessing each of the three major branches of the federal system. Students will examine the issues of liberty and civil rights as they relate to the political process. Finally, students will evaluate the role of campaigns, media, and interest groups which impact the government.</p>

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

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

Basis for Admission

For the **School of Business and Technology Management**, there are two options for entering the Master of Business Administration (MBA) program:

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.

Evaluation Track - Individuals who do not meet direct entry requirements will begin their degree plan with MBA5102-8 Welcome to Changing Times -- Business in the 21st Century, followed by SKS5000-8 Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS5000-8, take the remaining courses in their degree plan.

As of November 17, 2014, all new students entering the MBA degree program will be enrolled in the MBA degree program as described in this catalog. Students in the legacy MBA program will remain in their legacy degree program.

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

Graduates of the Northcentral University program must complete 30 business credit hours with exposure to a variety of business disciplines. Students may choose to complete a general business specialization allowing a choice of courses from multiple disciplines, or select a discipline-specific specialization of their interest. The MBA program is designed to prepare students to advance to higher levels of leadership in business.

Master of Business Administration Program Learning Outcomes

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

- Evaluate the health of an organization
- Effectively communicate - in media appropriate to purpose, occasion and audience - ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Evaluate legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Deliver effective business solutions

MBA Degree Requirements

The Master of Business Administration requires 30 credit hours beyond the bachelor's degree. 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. Elective courses must be appropriate to the student's degree program.

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

- Research - MBA students are required to show competency in writing skills for research purposes through their Northcentral University coursework.
- Computer Competency - MBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the foundational, 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 Advisors can assist with any questions related to program requirements.

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

Time to Completion for Master's Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs.

Normal 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Accelerated MBA Program

Within the MBA program, the School of Business and Technology Management offers an Accelerated MBA scheduling track. The Accelerated MBA is not an alternative program, but is a scheduling option designed for students capable of completing an intense, fast-paced and highly

challenging graduate course structure. Students considering the Accelerated MBA track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may interfere with course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MBA track will graduate in 12 months with a Master of Business Administration degree.

Like the non-Accelerated MBA, students are required to complete 30 credit hours, which include 18 credit hours of foundation course work. Additionally, the Accelerated MBA requires 9 credit hours in prescribed content courses beyond the foundation courses and a 3 hour capstone program course. The second course, MBA5110-8 is staggered four weeks following the start of the first course, MBA5102-8. The last course in the Accelerated MBA track, MBA6010-8 starts four weeks following the start of MGT5000-8. All other courses are taken in pairs (see course schedule).

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

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

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

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

Prescribed Courses for Accelerated MBA

Required Foundational Courses must be taken first and in sequence.

MBA Required Foundational Courses - 18 credit hours

MBA5102-8	Welcome to Changing Times -- Business in the 21st Century
	This course is designed to encourage students to understand and consider the impact of current trends such as

	<p>globalization, sustainability, and technology on businesses. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.</p>
MBA5110-8	<p><u>Managing People and Teams</u></p> <p>This course presents the basic theories, skills, and applications related to communications in an organizational setting from a manager's point of view. The course focuses on the consistent, logical process approach that can be used to solve many communication problems. The course also covers topics that are essential to contemporary business communications, including critical thinking, the Internet, the World Wide Web, email, and other technological communication tools. It also presents basic theories, skills, and applications required to effectively communicate in a complex organizational setting emphasizing a manager's point-of-view.</p>
MBA5120-8	<p><u>Applied Decision Making</u></p> <p>This course introduces the graduate student to the calculation, use, and interpretation of descriptive statistics and inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts and helping students to understand statistical methodologies used in business, and more generally, to develop a working knowledge of statistical usage in everyday life.</p>
MBA5130-8	<p><u>Managing Business Finances</u></p> <p>In this course, students are introduced to procedures, process, and tools to effectively manage the business finances. Students will apply and practice these concepts in a wide range of simulated business and managerial situations. Topics include;</p>

	<p>Business and managerial economics, profit and loss, understanding financial reports, financial risk analysis, asset valuation, budgeting, managerial and financial accounting, financial ethics, and cost management. Students will practice using financial tools and case studies to aid in their analysis and financial decision-making.</p>
MGT5140-8	<p>Operations Management</p> <p>This course is an introduction to the principles of operations management as it relates to business strategy. Students will learn how to manage business operations based on a global supply chain with diverse and geographically-dispersed suppliers and customers. The course will also introduce to the student how information systems can have a positive impact on operational productivity, competitiveness, automation of business processes, and electronic.</p>
MBA5150-8	<p>Innovation and Marketing</p> <p>In this project-based course, students will investigate and practice strategies for innovation and introduction of new ideas, products, and technologies to market. Students will practice assessing their customers' needs and tailoring strategies and tactics accordingly. This course provides an integrative approach to marketing and innovation based upon sound principles of business analysis, supply chain, operations, economics, and financial management. Students will set marketing goals and produce plans to reach those goals and measure their progress. Ethical, social, and legal aspects such as marketing to minors and false or deceptive practices will be examined.</p>

General Specialization Courses - 9 Credit Hours

Select 3 courses (9 credit hours)

FIN5012-8	<p>Corporate Finance</p> <p>This course examines the most</p>
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	<p>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.</p>
<p>ENT5000-8</p>	<p>Innovation – The Entrepreneur and Intrapreneur</p> <p>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.</p>
<p>MGT5009-8</p>	<p>International Business</p>
<p>MGT5000-8</p>	<p>Business Organization and</p>

[Management](#)

This course examines the essential characteristics of business organizations and management in a manner, which will enable students to assess and develop answers to the following questions: What is management? What is expected of a manager? How does a manager accomplish goals and achieve positive results? How is a manager graded on performance? Do different organizational structures require different management styles? How do managers communicate and lead?

***The Program Capstone Course (3 credit hours) will be complete as the last course in the degree program.**

MBA6010-8

[Strategic Planning](#)

This course examines the essential characteristics of business organizations and management in a manner, which will enable students to assess and develop answers to the following questions: What is management? What is expected of a manager? How does a manager accomplish goals and achieve positive results? How is a manager graded on performance? Do different organizational structures require different management styles? How do managers communicate and lead?

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

Course Schedule for Accelerated MBA



WEEK	COURSES							
1 - 8	MBA5102-8							
5-12		MBA5110-8						
13			<i>BREAK</i>					
14-21				MBA5120-8				
				MBA5130-8				
22					<i>BREAK</i>			
23-30					MBA5140-8			
					MBA5150-8			
31						<i>BREAK</i>		
32-39							FIN5012-8	
							ENT5000-8	
40								<i>BREAK</i>
41-48								
45-52								

Master of Business Administration Specializations

MBA Specializations are offered in the following areas:

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

- Management Information Systems
- Marketing
- Project Management
- Public Administration

Course Length

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

MBA Course Sequence

Students who complete at least 9 semester credit hours in a single area of specialization at Northcentral University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. A specialization is not required and students may elect 9 credit hours of cross-discipline business courses. Elective courses must be appropriate to the student's degree program.

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

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

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS5000-8 after MBA5102-8 and before MBA5110-8.

Required Foundational Courses – 18 credit hours

MBA5102-8	Welcome to Changing Times - Business in the 21st Century This course is designed to encourage students to understand and consider the impact of current trends such as globalization, sustainability, and technology on businesses. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.
MBA5110-8	Managing People and Teams

This course presents the basic theories, skills, and applications related to communications in an organizational setting from a manager's point of view. The course focuses on the consistent, logical process approach that can be used to solve many communication problems. The course also covers topics that are essential to contemporary business communications, including critical thinking, the Internet, the World Wide Web, email, and other technological communication tools. It also presents basic theories, skills, and applications required to effectively communicate in a complex organizational setting emphasizing a manager's point-of-view.

MBA5120-8

[Applied Decision-Making](#)

This course introduces the graduate student to the calculation, use, and interpretation of descriptive statistics and inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts and helping students to understand statistical methodologies used in business, and more generally, to develop a working knowledge of statistical usage in everyday life.

MBA5130-8

[Managing Business Finance](#)

Throughout this course, students will work to develop an understanding of and will focus on the management of human behavior in organizations for optimal organizational effectiveness as well as individual outcomes. Students will also examine human resource management in a global context. Theories of managing the dynamics of individual, group, and system relationships to achieve organizational goals are explored in detail.

MBA5140-8	<p>Operations Management</p> <p>This course is an introduction to the principles of operations management as it relates to business strategy. Students will learn how to manage business operations based on a global supply chain with diverse and geographically-dispersed suppliers and customers. The course will also introduce to the student how information systems can have a positive impact on operational productivity, competitiveness, automation of business processes, and electronic.</p>
MBA5150-8	<p>Innovation and Marketing</p> <p>In this project-based course, students will investigate and practice strategies for innovation and introduction of new ideas, products, and technologies to market. Students will practice assessing their customers' needs and tailoring strategies and tactics accordingly. This course provides an integrative approach to marketing and innovation based upon sound principles of business analysis, supply chain, operations, economics and financial management. Students will set marketing goals and produce plans to reach those goals and measure their progress. Ethical, social, and legal aspects such as marketing to minors and false or deceptive practices will be examined.</p>

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

Applied Computer Science Specialization

Technology trends change rapidly, resulting in the need for companies to look for skilled professionals who possess advanced knowledge of contemporary applied computer science methods. Many advanced managerial roles exist in this dynamic field that require specialized management training, including technical project managers, lead programmers, lead systems administrators, and lead network administrators. The curriculum for the Master's program in Applied Computer Sciences is designed to provide preparation for professional careers with an emphasis in

various technology management tracks for specialized job roles.

Applied Computer Science Specialization Courses – 9credit hours

Select 3 courses from the following (9credit hours):

CS5003 / CS5003-8	<p>Computer Graphics</p> <p>This course introduces students to the basic principles of Web graphics and Web design. The concepts are related to Web graphics, including basic graphic elements and principles of design and creative strategies for developing effective website graphics. These include graphic file formats, preparation of graphics for the Web, and site organization. Students will participate in the creation of a website, develop skills for the integration of graphics into Web pages and gain an understanding of the value of graphics as an Internet marketing element.</p>
CS5005 / CS5005-8	<p>Database Management</p> <p>This course focuses upon the architecture, technology, and implementation of databases. It is important to know how databases are organized and data extracted in order to make implementations perform the tasks for which they are intended. Technical issues such as concurrency control become very important to understand and be able to apply. The data model chosen as the basis for study is the relational model.</p>
CS5010 / CS5010-8	<p>Managing Communication</p> <p>The principles and applications of network communications are emphasized in this course. Topics include networking protocols, networking standards, networking and telecommunication regulations, networking transport</p>

	<p>protocols, security threats, and telephone carrier services. Applications and impacts to business are evaluated in this course. With the knowledge gained in this course, students will be able to have a more complete understanding of how networks communicate with each other and how this communication is managed.</p>
<p>CS5012 / CS5012-8</p>	<p><u>Operating Systems</u></p> <p>The purpose of this course is to introduce the concepts of computer operating systems, including OS structure, storage, memory management, virtual memory, synchronization, task management, security, and concurrent programming. Students will solve OS problems using Java. Experience in Java programming is required.</p>
<p>CS5013 / CS5013-8</p>	<p><u>Programming Languages</u></p> <p>This course is an introduction to the broad field of programming languages and provides a comprehensive introduction to the principles underlying the foundation of modern programming languages, including functional and object-oriented languages. It introduces implementation issues and covers C, C++, Java, Ada, ML, Haskell, Scheme, Prolog, and other languages. You will study material on implementation issues, the theoretical foundations of programming languages, and a large number of exercises. This course will bridge to similar courses and to the theoretical study of programming languages.</p>
<p>MIS5005 / MIS5005-8</p>	<p><u>Network Management</u></p> <p>This course provides a professional understanding of the value and uses of network architecture to improve a business' overall performance. This course provides students with a synthesis regarding the ways in which firms should develop network architecture to improve</p>

communications, data management, storage, and application accessibility. The course concentrates on providing the tools needed for mastery of enterprise network architecture concepts and terms, which are important for all managers. This course is designed for students who want an overview of network management and architecture within a competitive business environment. The course demonstrates how to manage network architecture; communications systems; and information systems processes.

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

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

Computer and Information Security Specialization

The requirement for computer security knowledge increases as new techniques and technologies are developed. Threats to the strengths of the existing protections in systems and network perimeters must be constantly upgraded. This specialization enables students to examine realistic examples of the crucial links between security theory and the day-to-day security challenges to IT environments. The focus is to provide students the ability to ascertain the essentials of security threats, information assurance and security management in corporations. This specialization also examines the field of cyber-forensics including the dangers of cyber terrorism and the evolving U.S. policy response. At the end of the Computer and Information Security specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Computer and Information Security Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

CIS5000 / CIS5000-8

[Introduction to Computer Security](#)

The course provides insights and realistic examples to any practitioners or students enabling them to understand the crucial links between security theory and the day to day security challenges of IT

environments. The text explains the fundamentals of security: the different types of widely used policies, the mechanisms that implement these policies, the principles underlying both policies and mechanism, and how attackers can subvert these tools- as well as how to defend against attackers. A practicum demonstrates how to apply these ideas and mechanism to a realistic company.

CIS5002 / CIS5002-8

[Corporate Computer and Network Security](#)

This course presents a framework about security threats and security management in corporations. It covers the techniques and mechanisms designed to thwart security threats as well as known methods for exploiting vulnerabilities. Concentration will be placed on the management of the security functions, elements of cryptography and cryptographic systems, access control and site security, incident and disaster response, TCP/IP and how hackers use it to attack organizations, attack methods, attack prevention systems (firewalls and host security), and application security.

CIS5003 / CIS5003-8

[Cyber Forensics: Collecting, Examining, and Preserving Evidence of Computer and Information Crimes](#)

The purpose of this course is to provide a comprehensive, highly usable, and clearly organized approach to the issues, tools, and control techniques needed to successfully investigate illegal activities perpetuated through the use of information technology. It introduces the student to the broad field of cyber forensics and presents the various tools and techniques designed to maintain

control over an organization. The students will acquire the ability to identify, gather, document, and preserve evidence of electronic tampering and misuse. The student will create appropriate audit procedures and help the professional protect corporate assets.

CIS5004 / CIS5004-8

[Introduction to Systems Certification and Accreditation](#)

This course provides guidance on principles that must exist in order to establish and maintain a certification and accreditation program. Students will explore the required processes for accreditation and certification programs including project planning, system inventory, system security plans, risk assessment, security procedures, certification testing, documentation of accreditation decisions, and coordination of security for interconnected systems. The course will also provide the student with a more thorough understanding of what a complete certification and accreditation program can do to benefit an organization. A framework for a systems certification and accreditation program will be developed.

CIS5005 / CIS5005-8

[Cyber terrorism, Information Warfare, and Critical Infrastructure Protection](#)

In this course, students will examine the basics of Information warfare. the U.S. economy's infrastructure increasingly relies on its service and high technology sectors. This critical infrastructure is vulnerable to a host of threats. Cyber terrorism is an emerging mode of information warfare exploiting civilian and military systems' vulnerabilities thereby affecting national and global security. This course examines the dangers of, and U.S. response to, cyber terrorism.

CIS5008 / CIS5008-8	<p><u>Risk Management in Information Assurance and Security</u></p> <p>The challenges associated with assessing and implementing computer security is an ongoing issue. In this course, an overview of the subject of information technology system security will be presented to discover how to effectively assess and implement security in information technology by abiding by a structured and information-centric process. The student will examine the nature of risk and its application to information system security, threats, and vulnerabilities and assessing risk variables. Information states, the security life cycle, and safeguard analysis will also be covered. In addition, the CIA (confidentiality, integrity and availability) model, as a central mechanism to protect information, will be explored in real world settings.</p>
CIS5009 / CIS5009-8	<p><u>Legal and Ethical Issues in Information Security</u></p> <p>The course provides an overview of ethics and how ethics affect IT professionals and IT users. Students study how IT professionals and IT users are faced with ethical decisions regarding IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property and employer and employees issues including the key ethical issues associated with the use of contingent works.</p>
CIS5010 / CIS5010-8	<p><u>Contingency Planning and Disaster Recovery for the Security Professional</u></p>

<p>The course provides a thorough strategy to guide students with the background knowledge and skills they need to develop effective disaster prevention and recovery plans and processes in a professional setting. Students will be able to demonstrate the basic principles of disaster recovery, data recovery, contingency planning, and maintenance planning.</p>

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

<p>MBA6010-8</p>	<p>Strategic Planning This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Criminal Justice Specialization

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

Criminal Justice Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

<p>CJ5101-8</p>	<p>Welcome to Introduction to Criminal Justice</p>
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	<p>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</p>
CJ5002 / CJ5002-8	<p><u>Juvenile Offender</u></p> <p>This course stresses the nature and control of juvenile delinquent behavior. Factors of causation and prevention are explored including analysis of police and court response to the management of juvenile offenders. The course will identify the differences between juvenile delinquency and adult criminality as well as examine the parens patriae philosophy. It will identify and describe drugs of abuse for adolescents and various drug control strategies. The course will also recognize patterns of juvenile delinquency in other nations. The course will also suggest that different states handle juveniles in dissimilar ways, though some Constitutional standards must be maintained.</p>
CJ5004 / CJ5004-8	<p><u>Organized Crime</u></p> <p>This course is an in depth study of organized crime in the United States concentrating on family structure, the sources of revenue and investments, and the role of the legal system in organized crime control. Focus is placed on the symptoms of organized crime; political influences in organized crime enforcement; organized crimes relationship to drug traffic, prostitution,</p>

	business transactions, militant groups, and gambling.
CJ5006 / CJ5006-8	<p>Drugs, Values and Society</p> <p>Students in this course will examine the nature and extent of criminal and non-criminal drug abuse, as well as the causes and prevention. Particular attention will be given to the sociological aspects of values and the effects of drugs in our society. We will examine drug abuse as both a social problem and a law enforcement issue. In addition to the sociological aspects of drug abuse, we will examine drug enforcement and narcotics control investigative tactics and techniques.</p>
CJ5007 / CJ5007-8	<p>Current Issues in Law Enforcement</p> <p>This course provides students with the opportunity to investigate the issues facing the leadership of the nations' local, state and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, white collar crime, and the war on terrorism and cooperation among law enforcement, first responder and health officials provide the core focus of student efforts.</p>
CJ5008 / CJ5008-8	<p>Violence and Society</p> <p>This course will allow students to examine the nature and extent of crime, as well as causes and prevention. Particular attention will be given to the role of police questioning and investigative techniques, theories and typologies which attempt to explain deviant behavior, the relation between forensic experts and the criminal justice system, and the utility of correctional rehabilitation.</p>

CJ5009 / CJ5009-8	<p><u>White Collar Crime</u></p> <p>This course provides students with an opportunity to examine criminal activity in communities, as well as business and corporate enterprises. Students will examine the various types of white-collar crime, methods of detection, investigative techniques, and social impact. They will further review specific cases and examine articles relating to this sophisticated crime contravening our privacy and social values.</p>
CJ5010 / CJ5010-8	<p><u>Forensic Scientific Evidence</u></p> <p>This course provides a comprehensive review of the general forensic topics with technical and scientific detail. The topics include the historical development of science's interaction to the law. The steps in processing a crime scene including documentation through notes, sketches and photography, detection and collection procedures of physical evidence, laboratory examinations will be examined. Different forensic disciplines used in crime scene reconstruction will be examined while exploring the concepts of admissibility of that evidence in the courtroom. The legal aspects of Computer Forensics and the Internet in regards to national and international laws will be evaluated.</p>
CJ5011 / CJ5011-8	<p><u>Survey of Forensic Sciences</u></p> <p>In this course students are provided an introduction to different sciences and technologies applied in criminal investigations. Focus is on the forensic scientist and his or her role in crime scene investigations. The criminalist topics include fingerprint technology, ballistics, tool mark impressions,</p>

<p>bloodstain pattern analysis, serology and DNA, microscopy, and questioned documents. The function of forensic biology and chemistry will likewise be explored. Students will also evaluate the duties of the forensic expert acting as an expert witness in court.</p>

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

<p>MBA6010-8</p>	<p>Strategic Planning This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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[Strategic Planning](#)

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process

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

Entrepreneurship Specialization

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

Entrepreneurship Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

<p>ENT5000-8</p>	<p>Innovation – The Entrepreneur and Intrapreneur</p>
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[Innovation – The Entrepreneur and Intrapreneur](#)

This is the initial course in the

entrepreneurship specialization and serves as the prerequisite for all future courses within the specialization. Prior to the start of this course, it is recommended that students enter the course with a well thought out product or service venture. Students will explore many facets of the potential venture to include new venture feasibility, an analysis of strengths, weaknesses, opportunities and threats (SWOT), and identification of potential investors to determine if the new venture is needed within the marketplace.

ENT5001-8

[Strategic Market Assessments](#)

In this course, students will learn how to identify and analyze the various governmental, business and political challenges and opportunities that exist when operating within emerging national and international markets. The roles of history and tradition are also explored in light of their potential impact on various emerging market economies. The course will require the student to delve into advanced exploration of current topics, marketing of innovations and early stage technologies, the entrepreneurial dimensions of market research and analysis, intellectual property protection and management, and other potential new market plan related topics.

ENT5002-8

[New Venture Formation](#)

The formation of a new venture is an evolutionary process which requires research, analysis, assessment, and reevaluation of a new product or service in a competitive environment. Students will assess various leadership styles and how the styles might enhance venture performance. Students will examine the many business models available and determine how the models may possibly be incorporated into the new venture plan. A cursory analysis of personnel to define needs for skill types and sets will

	<p>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.</p>
<p>ENT5003-8</p>	<p><u>Venture Capital and Private Equity</u></p> <p>Students will develop a plan to research, identify, and acquire the financial resources required for successful funding of the new venture. Funding the new venture will require students to examine business valuation, deal development, debt planning and structure, and the acquisition of venture capital from government agencies (Small Business Administration for example) or interested investors. A clear and succinct plan for funding the new business venture will be paramount to the successful acceptance of the new venture business plan by interested parties such as investors, stakeholders, bankers, or angel funds. Upon completion of the course, students will have a detailed financial plan that can be presented to investors and other interested parties.</p>
<p>ENT5004-8</p>	<p><u>Sustainable Business Practices</u></p> <p>The goal of this course is to explore how the product or service will be effectively integrated into business activities to ensure that the venture is viable and sustainable in the marketplace. Depending on the product or service, students will have to identify any sustainability issues and evaluate if the process required for supporting the product or service is truly sustainable. Future success will depend on the overall sustainability of the venture processes that will support the new product or service. The course will also require students to examine social responsibility and the impact the new product or</p>

	service may have on the environment, both today and in the future.
ENT5005-8	<p>New Venture Business Plan Creation</p> <p>Students will finalize and complete a new venture business plan that has been the focus of the four prior entrepreneur/intrapreneur specialization courses. At the conclusion of this course, students will have reviewed and finalized all applicable research, preparation, and analysis that was required in the previous courses. The final deliverable is a business plan and investor presentation for a startup business concept. The business plan should be of final form in which it is presentable for interested investors, stakeholders, or other interested parties.</p>

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8	<p>Strategic Planning</p> <p>This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be change with a request to an Academic Advisor.

Financial Management Specialization

This specialization explores relevant financial analysis of financial and non-financial organizations. The focus is assessment of financial statements, foreign exchange issues, risk and investment management. At the end of the Financial Management specialization, students will complete a final

written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Financial Management Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

FIN5012 / FIN5012-8	<p><u>Corporate Finance</u></p> <p>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.</p>
FIN5013 / FIN5013-8	<p><u>Investment Management</u></p> <p>In this course, students will examine the theoretical and technical concepts associated with investing in marketable securities. Optional security investments are assessed with an analysis of the historical risk and return structure for these securities. The Efficient Market Hypothesis is studied which in turn leads to the examination of important valuation models - the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The</p>

	<p>course further includes an analysis for fixed income security investing with an important emphasis on interest rate risk for these securities. Moreover, the course includes the use of derivative securities such as futures, forward contracts, options and swaps. A framework for making intelligent investment decisions and achieving successful investment results is developed.</p>
<p>FIN5014 / FIN5014-8</p>	<p>Financial Institutions</p> <p>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.</p>
<p>FIN5015 / FIN5015-8</p>	<p>Financial Statement Analysis</p> <p>This course provides a broad coverage of topics related to financial statements and the financial analyses that emerge from these statements. We begin by reviewing some basic reporting requirements and the introduction of the fundamental accounting statements. We then cover an important topic on common size financial statements which allow for an analysis that controls for size differences across time and across firms. Financial ratio analysis is a further important concept that we explore in detail with attention given to the investors' perspective in using these ratios. The course finishes by studying some special industries, government and non-profit organizations.</p>
<p>FIN5016 / FIN5016-8</p>	<p>International Finance</p> <p>This course contains corporate</p>

	<p>international finance concepts. The international environment is a collection of nations with their own currencies and laws but united by some of the fundamental benefits of specialization and trade as a source of wealth creation. Each country has some comparative advantages in trade and through foreign investment. The financial exchange markets involve the trading of one currency for another. Students will evaluate the foreign exchange market. Students will also assess the capital budgeting process in a global environment and assess multinational operational issues.</p>
<p>FIN5018 / FIN5018-8</p>	<p>Accounting for Nonprofit Organizations</p> <p>This course provides a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. Students will also examine accounting principles and practices for hospitals, colleges and universities, health and welfare agencies, and other similar organizations. A logical framework for understanding and solving the accounting-related problems of nonprofit organizations is emphasized.</p>

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

<p>MBA6010-8</p>	<p>Strategic Planning</p> <p>This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

General Business Specialization

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

Students must complete a minimum of 9 credit hours for the specialization in General Business and take the program capstone course. Students may take business courses at the 5000 and 6000 level to fulfill their specialization requirements.

Recommended courses for the general business specialization are below. 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 Advisor to revise their degree plan.

General Business Specialization

Specialization Courses – 9 credit hours

Select 3 courses from the following list (9 credit hours):

FIN5012-8

[Corporate Finance](#)

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

	<p>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.</p>
HRM5004-8	<p><u>Supervisory Concepts and Practices</u></p> <p>Through a blend of theory, practice, and skill development, this course explores the supervisory concepts and practices that are used by management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into opportunity. This course shows how to apply the principles of supervisory management to recognize and take advantage of those opportunities.</p>
IB5012-8	<p><u>International Economics</u></p> <p>Managing in the international economic environment continues to pose major challenges; therefore, it is increasingly important to understand the practical concepts and principles of international economics. This course covers the economic foundations of international trade and investment, government intervention, international monetary systems, balance of payments analysis, and foreign exchange markets and currencies.</p>
ENT5000-8	<p><u>Innovation – The Entrepreneur and Intrapreneuer</u></p> <p>This is the initial course in the entrepreneurship specialization and serves as the prerequisite for all future</p>

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.

* The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8

[Strategic Planning](#)

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process

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

Health Care Administration Specialization

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

Health Care Administration Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

HCA5012 / HCA5012-8

[Health Care Financial Management](#)

This course presents an in-depth review of the budget formulation process specific to health care delivery systems. Students will explore various funding sources and payment methods. Most managers are

limited in terms of direct budget responsibility to working with a specialist with a full range of technical competencies. This usually means that the finance section is directed or managed by a CPA or fiscal specialist. One must still develop a competent understanding of the budget process and of the system of financial management utilized by a specific organization. In today's health care world, one needs to know how to maximize health care revenues from both private and public sources, work in a cost efficient and cost effective manner, and be knowledgeable of accounting standards to demonstrate both financial accountability and compliance with applicable standards.

HCA5013 / HCA5013-8

[Health Care Legal and Ethical Issues](#)

Students in this course will critically examine some of the legal and ethical issues affecting health care in America. The course includes an introduction and overview of key legal concepts and the exploration of selected issues including: Financing Indigent Care, Patient Rights, Informed Consent/Refusal of treatment, Tort Reform, End-of-Life Decision Making, Termination of Life Support, Do Not Resuscitate Orders, and Patient and Provider Relations. Upon completion, students will have an enhanced understanding regarding the relationship between law and ethics as they relate to the complex world of health care.

HCA5014 / HCA5014-8

[Health Care Policy Analysis and Development](#)

This course provides the student with an overview of the factors which govern and impact the development of health care policy in the United States. The student will learn how current and changing

	<p>policies help shape the organizational structure of our health care system. The impact of these policies on services for the elderly and disabled will also be explored.</p>
<p>HCA5015 / HCA5015-8</p>	<p><u>Health Care Administration Principles and Practices</u></p> <p>The course focuses on development of the skills necessary to administer a modern complex multi-faceted health care delivery system. The course will cover management theory and models, motivational theory, goal setting, organizational theory, and development of an effective management approach to resolve problems associated with administering a health care delivery system.</p>
<p>HCA5017 / HCA5017-8</p>	<p><u>Total Quality Management in Health Care</u></p> <p>This course is designed to provide students with a comprehensive study of total quality management and its philosophy of continuous quality improvement in all business and clinical functions, including problem-solving and patient satisfaction. The tools that are fundamental to TQM, the challenges that take place implementing quality care in health care settings, and the applications are addressed.</p>
<p>HCA5021 / HCA5021-8</p>	<p><u>Comparative Health Care Systems</u></p> <p>Students will evaluate key population challenges affecting modern societies in the developed and developing world by examining the health systems of 17 countries. Using a consistent framework, a comparison of each country's history, geography, government, and economy, as well as a detailed analysis of the country's healthcare system facilities,</p>

workforce, technology, cost, quality, and access, will be explored. Examples of challenges studied include: relations between population, growth, and the environment; population growth and socioeconomic development; and population and maturation of new diseases. Emerging issues in global healthcare are also explored.

* The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8

[Strategic Planning](#)

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process

* This required research project must be completed as the last course in the specialization

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

Homeland Security Specialization

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

Homeland Security Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

HS5101-8

[Welcome to Introduction to Homeland Security](#)

This course introduces historical aspects of homeland security and changes in

	<p>government responses after the terrorist attacks on September 11, 2001. Students will gain an understanding of homeland security topics relevant to today's international and domestic environments. Responses from local, state, and federal entities responsible for Homeland Security as well as non-profits and corporations involved in coordinating their efforts with each other are elements of the course.</p>
<p>HS6000 / HS6000-8</p>	<p><u>Terrorism and Countermeasures</u></p> <p>This course analyzes the conceptual and theoretical framework of modern and historical terrorism in order to understand the roots of the problems that form the background and reasons for terrorist actions. An exploration of various mechanisms of response to use of weapons of mass destruction as well the need for cooperation among law enforcement and intelligence organizations are critical elements included in this course.</p>
<p>HS6001 / HS6001-8</p>	<p><u>Homeland Security Transportation</u></p> <p>This course serves as an introduction to transportation systems and provides students an opportunity to analyze the actions necessary to create adequate security inside the network of intermodal operations. The course includes the exploration of the actual threat to the industry with a concentration on appropriate counter terrorism measures within each component from domestic and global perspectives. The course also includes a review of emerging technology in the field of transportation security</p>
<p>HS6002 / HS6002-8</p>	<p><u>International Crime and Terrorism</u></p> <p>In this course, students will address the linkage of terrorism and criminal activity and how law enforcement can respond to them. The central thrust of this course is to examine how and why global crime</p>

	<p>and terrorism have merged and the implications for political, law enforcement, and military institutions. Included in this exploration are the global drug trade, human trafficking, and the associated criminal activities such as money laundering and arms deals.</p>
HS6003 / HS6003-8	<p>Homeland Security Risk Management</p> <p>This course provides students with a comprehensive introduction to the major issues essential for understanding Homeland Security and its foundation in all-hazard emergency management. Activities provide the student the opportunity to examine the use of risk analysis in Homeland Security operations. Students will analyze risk analysis in situations from mitigation to recovery.</p>
HS6020 / HS6020-8	<p>Maritime Terrorism</p> <p>This course provides students an opportunity to explore the primary national and international strategies that shape the response to maritime terrorism. The various types of threats, ships and containers, weapons available to terrorists provide a complex environment for students to assess through the study of the maritime industry and government actions to safeguard that industry.</p>

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

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

Human Resources Management Specialization

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

Human Resources Management Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

HRM5001 / HRM5001-8	<p><u>Recruitment and Human Resources Information Systems</u></p> <p>This course presents a comprehensive staffing model that identifies all the key components of staffing, external influences, and staffing system management. Major areas covered are the model itself, external influences (economic laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, the final match, and management of the staffing system. Emphasis is placed on staffing strategy and the importance of external selection in securing employees that will become productive members of the organization.</p>
HRM5002 / HRM5002-8	<p><u>Compensation Issues in Human Resources Management</u></p> <p>This course explores four strategic choices in managing compensation: concerns for internal consistency, external competitiveness, employee contributions, and administration. Each of these strategic decisions is examined in terms of the major compensation issues requiring resolution. The examination is made in the context of related theories, research, and state-of-the-art practices that can guide compensation decision making.</p>
HRM5003 / HRM5003-8	<p><u>Labor Relations</u></p> <p>This course examines the history and development of labor relations, the structure of union organizations, and the</p>

	<p>process of negotiations and contract administration. The course begins by establishing the present state of the labor movement and models the decision process that can be used to decide whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, impasse resolution, and contract administration. Students will conclude the course by examining global issues with regards to unionization and how international labor organization can affect a domestic company and its employees.</p>
<p>HRM5004 / HRM5004-8</p>	<p><u>Supervisory Concepts and Practices</u></p> <p>Through a blend of theory, practice, and skill development, this course explores the supervisory concepts and practices that are used by management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into opportunity. This course shows how to apply the principles of supervisory management to recognize and take advantage of those opportunities.</p>
<p>HRM5008 / HRM5008-8</p>	<p><u>Legal Issues in Human Resources Management</u></p> <p>This course considers the relationships between employers, employees and independent contractors; policies such as testing at-will; employment and termination; Civil Rights Act compliance; and other regulations such as OSHA and collective bargaining.</p>

* The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8	<p>Strategic Planning</p> <p>This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

International Business Specialization

This specialization covers the essential elements required to understand and manage multi-national and international organizations. Individuals interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad would benefit from this program. The specialization focuses on international law, economics, marketing, TQM in International Business, and strategic management to prepare individuals as leaders and managers in the international context.

International Business Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

IB5012 / IB5012-8	<p>International Economics</p> <p>Managing in the international economic environment continues to pose major challenges; therefore, it is increasingly important to understand the practical concepts and principles of international economics. This course covers the economic foundations of international trade and investment, government intervention, international monetary systems, balance of payments analysis, and foreign exchange markets and currencies.</p>
IB5013 / IB5013-8	<p>International Marketing</p> <p>This course examines the specific issues involved in entering overseas markets</p>

and conducting marketing operations on an international scale. Concepts focus on issues such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints, and coordinating strategies in global markets. The student will analyze and evaluate the issues through a series of papers and case studies.

IB5014 / IB5014-8

[Cultural Environment of International Business](#)

This course examines the cultural, social, political, economic and other complexities of operating in foreign environments and managing organizational relationships and responses to different cultural logic and objectives. The course is primarily focused on the current environment and attempts to look forward. As such, course assignments are heavily weighted in practical application which requires critical thinking and evaluation with the textbook and scholarly research used as a reference point.

IB5016 / IB5016-8

[Global Business Strategic Management](#)

This course examines the strategic management of multinational corporations (MNCs). In this course, learners will focus on the activities of MNCs in developing countries and regions, as well as the employees that are working for MNCs. Real -life business cases are used to present course material and provide students with research on the decision-making of MNCs' managers and the impact of those decisions.

IB5017 / IB5017-8

[International Business Law](#)

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8

[Strategic Planning](#)

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process

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

Management Specialization

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

Management Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

MGT5000 / MGT5000-8

[Business Organization and Management](#)

This course examines the essential characteristics of business organizations and management in a manner, which will enable students to assess and develop answers to the following questions: What is management? What is expected of a manager? How does a manager accomplish goals and achieve positive results? How is a manager graded on performance? Do different organizational structures require different management

	<p>styles? How do managers communicate and lead?</p>
MGT5001 / MGT5001-8	<p>Economics and the Modern Manager</p> <p>Economic concepts for management form the basis for decision-making in the business and industrial environment. Supply and demand, competition, labor and capital markets, as well as economic, social, political, legal, and technical factors influence business and industrial service and profitability.</p>
MGT5002 / MGT5002-8	<p>Marketing Management</p> <p>This course includes critical thinking exercises designed to provide the student with a well-rounded view of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.</p>
MGT5005 / MGT5005-8	<p>Management Finance and Control</p> <p>All organizations must manage financial resources through capital generation, asset planning, and asset management. Budgetary planning and controls, financial and risk analysis, and managerial decision making are also detailed in this course.</p>
MGT5006 / MGT5006-8	<p>The Evolution of Organizational Behavior</p> <p>This course acquaints the student with the evolution of organizational behavior (OB) its beginnings and key theories and contributions made to it. Emphasis is placed on the underpinnings of individuals, groups, organizational structures, and organizational processes and their positive and negative</p>

contributions to the dynamics of the work environment and the achievement of organizational goals. Some key topics covered include: progression of organizational behavior and theoretical contributions, interpretation of individual behavior and personality, application of operant conditioning, and antecedents, dynamics of groups and teams, organizational processes, intrinsic and extrinsic work values and effective leadership.

MGT5007 / MGT5007-8

[Strategic Management](#)

Strategic managers look at long-term needs of an organization and the implementation or plans necessary to address those needs. Strategic Management can be applied to organizations of any size or in any industry and are appropriate to international and non-profit endeavors, as well as ordinary businesses, public and private. The course is designed to help students complete various assessments and analysis necessary to lead an organization strategically.

MGT5009 / MGT5009-8

[International Business](#)

This course focuses on world trade and competition, and the international economic, political, cultural, and technological environments of business. The course explores the challenges of business operations and structures for regulation in an increasingly complex and interconnected environment of globalization and cross border transactions. Students will examine strategies and case examples of corporate operations in varied international contexts and have the opportunity to select a specific country for further in-depth analysis.

MGT5010 / MGT5010-8	<p><u>Leadership in Organizations</u></p> <p>Prerequisites:</p> <p>Fundamental requirement in General Management or fundamental Psychology courses</p> <p>Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is: What makes a person an effective leader?</p>
MGT5012 / MGT5012-8	<p><u>Managerial Accounting for Decision Making</u></p> <p>Managerial Accounting emphasizes the uses of accounting data internally by managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.</p>
MGT5016 / MGT5016-8	<p><u>Managing Change</u></p> <p>This course examines the challenge of change and the implementation of change in organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.</p>
MGT5018 / MGT5018-8	<p><u>Operational Management</u></p> <p>Operations management is at the heart of most if not all businesses. It is focused on planning and managing the processes to</p>

produce and distribute products and services. Fundamentally, operations management is concerned with converting inputs to outputs. The processes that make this transformation possible are measured for their effectiveness (in terms of the business' objectives) and their efficiency (in terms of the resources used). The concepts, principles, tools and techniques of operations management are addressed in this course. Emphasis is placed on applying methods of operations management to product and service industries in the private and public sectors. The key principles of operations management are developed into an integrated framework the student can use in their current environment or an envisioned future environment.

MGT5022 / MGT5022-8

[Organizational Development](#)

This course contains instructions that permit the student to explore a variety of factors that focus on changing and increasing an organization's effectiveness through planning. Additional topics examined include organizational climate, teams, the structural bases of centralization and decentralization, job design, decision making processes, and design theories.

MGT5025 / MGT5025-8

[Total Quality Perspectives in Management](#)

This course provides a comprehensive review of Total Quality Management principles, focusing on quality and continuous improvement in all aspects of business operation. A balance of case studies and examples is presented to illustrate major concepts. It focuses on integrating quality and continuous improvement in all aspects of an

	operation.
MGT5027 / MGT5027-8	<p>Legal Implications in Management</p> <p>This course will familiarize business law students with how legal principles affect management in business. The student will learn the theoretical foundations of the legal regime governing business and will become familiar with key substantive areas of law affecting business decisions.</p>

* The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8	<p>Strategic Planning</p> <p>This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Management of Engineering and Technology Specialization

This specialization focuses on issues relating to principles of productivity, quality management, improving productivity through technology, and environmental systems management. The final specialization project will assess competencies learned within the previous specialization courses.

Management of Engineering and Technology Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

MET5000 / MET5000-8	<p>Principles of Productivity</p> <p>This course is designed to provide an overview of many topics that can affect productivity. The topics covered in the course are product design and operations, process design and choice of technology, management of quality,</p>
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	<p>capacity and scheduling management of production and inventory management systems.</p>
<p>MET5002 / MET5002-8</p>	<p><u>Applied Systems Theory</u></p> <p>Systems engineering has been recognized as the process by which the orderly evolution of man-made systems can be achieved. The knowledge and tools needed for implementation of this process are discussed, including the system design process, system analysis and modeling, and the techniques of designing for operational feasibility. This course examines managerial systems concepts such as open/closed systems, equifinality, equilibrium, synergism and cybernetics in order to understand and optimize organizational processes. An overview of system engineering management is presented.</p>
<p>MET5003 / MET5003-8</p>	<p><u>Applied Decision Theory</u></p> <p>This is a decision-oriented course that focuses on the frameworks, concepts, theories, and principles needed to organize and use information to make informed business decisions in complex environments. Cases, exercises, and other tools are used to help students build data gathering and analysis skills.</p>
<p>MET5006 / MET5006-8</p>	<p><u>Operations Research</u></p> <p>Operations Research employs mathematical modeling, feasible solutions, optimization and iterative computations in order to solve complex decisions. This course stresses the quantitative nature of the operations research process. The student is exposed to modeling, sensitivity analysis, goal programming, determinism waiting lines analysis and forecasting.</p>

<p>MET5010 / MET5010-8</p>	<p><u>Quality Management</u></p> <p>The effective implementation of total quality management practices is a requirement for all organizations to be successful. This course introduces a systematic approach for implementing total quality management for an organization with a strong emphasis on the customer, including customer expectations for product quality. This course covers the topics of defining quality, the history of quality management, identifying and understanding the customer, and adopting process improvements to implement quality management.</p>
<p>MET5015 / MET5015-8</p>	<p><u>The Process and Impact of Technology</u></p> <p>Technology is a key resource of profound importance for corporate profitability and growth. This course will focus on the process of technology and the effect that technology has on companies, industries, and countries. Effective management of technology links engineering, science, and management disciplines will be studied using real business cases. These disciplines address the issues involved in the planning, development, and the implementation of technological capabilities required to shape and accomplish strategic and operational objectives of an organization.</p>
<p>MET5016 / MET5016-8</p>	<p><u>Improving Productivity Through Technology</u></p> <p>This course is primarily concerned with the processes of acquiring technology to improve productivity in the firm. This includes looking at organizational change needed to successfully implement technological advances. The course will review organizations and their attempts to adopt technological innovations - especially computer and information</p>

	<p>system related innovations. This course will also examine the changes needed to make effective use of new technology and assure consistency between the technology and organizational processes and structures. This course also investigates the impact of technology on improving productivity, and the limits of such improvements.</p>
<p>MET5017 / MET5017-8</p>	<p><u>Emerging Technologies</u></p> <p>This course allows participants to identify and understand the direction and consequences of emerging technologies on industry and society. Addressed in the course are the evolutionary development of technology and application, revolutionary inventions, and expanding needs that result from new technological possibilities.</p>
<p>MET5020 / MET5020-8</p>	<p><u>Management of Technology</u></p> <p>This course is concerned with the impact of rapidly changing technology and the problems of managing these technological changes. The success of these ventures is even more dependent on timely and often courageous technological change decisions. The traditional concepts of operational and economic life of technologies must be used with caution. The real and impending impact of technological change is ever present as a factor and it must be continually managed for a firm to survive.</p>
<p>MET5023 / MET5023-8</p>	<p><u>Managing the Research and Development Organization</u></p> <p>The course examines the management of the R & D environment including planning, new product development, technological forecasting, innovation, and creativity. The course objectives provide the student with the opportunity to apply course concepts to current or potential real-world situations.</p>

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* The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8	<p>Strategic Planning</p> <p>This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Management Information Systems Specialization

This specialization focuses on development and management of information systems, data, telecommunication systems, and LAN/WAN networks, from both a management and computer system perspective. This curriculum is designed for administrators, managers, and consultants using computer information systems to enhance the management process and business outcomes. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Management Information Systems Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

MIS5000 / MIS5000-8	<p>Management Information Systems</p> <p>This course provides a basic understanding of how information systems function and support business functions. The course content focuses on different aspects of the integration of information systems and business for competitive advantage. This course is designed for students who want an overview of information systems from a business perspective or who expect to be managerial end users of information systems. Different functions of</p>
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	<p>information systems are further explored throughout the course.</p>
<p>MIS5002 / MIS5002-8</p>	<p><u>Database Management Systems</u></p> <p>This course focuses on data as a valuable organizational resource that must be managed, distributed, and kept secure. Information is the lifeblood of the modern organization. Information that is managed in an effective manner is often the difference between success and failure. For this reason, more and more organizations have come to depend on database systems to pool and to protect this valuable commodity. This course introduces the student to the essential principles that guide the design, implementation, and management of effective database systems.</p>
<p>MIS5004 / MIS5004-8</p>	<p><u>Telecommunications Management</u></p> <p>A working knowledge of current state-of-the-art facilities and techniques for information exchange and transfer is imperative in today's global economy. As such, this course provides the necessary management tools for dealing with the concepts and terminology of business systems network configurations data distribution, and telecommunications protocols and procedures.</p>
<p>MIS5005 / MIS5005-8</p>	<p><u>Local Area Networks</u></p> <p>This course provides a professional understanding of the value and uses of network architecture to improve a business' overall performance. This course provides students with a synthesis regarding the ways in which firms should develop network architecture to improve communications, data management, storage, and application accessibility. The course concentrates on providing the tools needed for mastery of enterprise network architecture concepts and terms,</p>

	<p>which are important for all managers. This course is designed for students who want an overview of network management and architecture within a competitive business environment. The course demonstrates how to manage network architecture; communications systems; and information systems processes.</p>
MIS5011 / MIS5011-8	<p><u>Computer Security Management</u></p> <p>This course provides a focus on information systems security applicable to the business environment. The intention is to emulate real-world considerations, so that practical and proven strategies are examined and considered. Topics include: computer security technology and principles; software security; management issues; cryptographic considerations; and operating system security.</p>

* The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8	<p><u>Strategic Planning</u></p> <p>This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Marketing Specialization

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

learned within the previous specialization courses.

Marketing Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

MKT5000 / MKT5000-8	Service Marketing Service Marketing is a relatively new marketing discipline that extends the classical definitions of marketing theory and introduces new ideas to the design, development and management of service products. The student will explore new theories of service quality (SERVQUAL) with emphasis on customer service behavior and acquire analytical tools to measure customer perceptions and expectations. A variety of learning methods prepares the student for various new career opportunities in a service dominated economy while providing the freedom of student assignment selections and various work exercises.
MGT5002 / MGT5002-8	Marketing Management This course includes critical thinking exercises designed to provide the student with a well-rounded view of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.
MKT5002 / MKT5002-8	Customer Relationship Management This course examines the consequences of initiating, developing, and maintaining a customer relationship management strategy and analyzes the impact of profitable, long term customer relationships.
MKT5003 / MKT5003-8	Advertising and Promotion

Students in this course will examine the creative and strategic process of advertising and promotion. The student will examine current practices and research in advertising and promotion focusing on consumer behavior theories, advertising and promotion methods, and ethical practices of designing, developing, and implementing advertising and promotion of an integrative marketing communication program.

MKT6001 / MKT6001-8

[Product Management](#)

Product Management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course provides the marketing foundations required to develop, through the use of various analytical tools, a focused product marketing strategy. The student will be Developing sound product strategies through a series of building exercises that requires he or she to carefully construct a valuable Product Marketing Plan that can use as an actual or template model for future applications. The course covers all of the critical marketing activities from the Product Manager's (PdM) vantage point. This course is a core Marketing Specialty component offering a comprehensive tour de force of best -practice, theory -based marketing methodology for immediate real world application.

MKT6005 / MKT6005-8

[Marketing Research I](#)

Marketing Research I provides the fundamental building blocks for a thorough research project. The course syllabus introduces both qualitative research methodologies with quantitative techniques. The course introduces survey design, sampling procedures and

research planning and reporting. From the basics of human inquiry to the advanced topics of research application, the course offers a series of tools to construct and implement an effective research initiative. Introduction to SAP with embedded exercises and easy to follow diagnostics on datasets are in the syllabus. The course offers considerable flexibility in selection of many different exercises and is designed to accommodate various research subjects. The course covers qualitative analysis and the use of focus groups, coding conventions, and provides a review of research tasks.

The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8

[Strategic Planning](#)

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process

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

Project Management Specialization

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

Project Management Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

PM6000 / PM6000-8	<p>Project Procurement Management</p> <p>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.</p>
PM6004 / PM6004-8	<p>Project Risk Management</p> <p>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.</p>
PM6008 / PM6008-8	<p>Project Monitoring and Control</p> <p>In this course the student will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.</p>
PM6012 / PM6012-8	<p>Management of Multiple Projects</p>
PM6016 / PM6016	<p>Earned Value Project Management</p> <p>Earned Value is the accurate measurement of the authorized work physically accomplished plus</p>

	<p>management's budget for the completed work. This course presents the Earned Value technique which has been around for decades. It is discussed in this course as an effective technique to manage projects.</p>
<p>PM6020 / PM6020-8</p>	<p><u>Management, Leadership and Team Building in the Project and Program Environment</u></p> <p>This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to managing tough human resource issues.</p>

The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

<p>MBA6010-8</p>	<p><u>Strategic Planning</u></p> <p>This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Public Administration Specialization

This specialization focuses on acquiring the administrative knowledge and skills in such diverse areas as budgeting, government relations, personnel policies, politics, and urban planning. Practicing public administrators, as well as those seeking entry into public administration and

related fields, will benefit from this curriculum. Students focus on a wide range of skills needed by the public administrator overseeing local, state, and federal government management. This specialization examines budget preparation, government relations, personnel policies, politics, and urban planning. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Public Administration Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

<p>PUB5000 / PUB5000-8</p>	<p>Introduction to Public Administration</p> <p>In this course, bureaucracy is examined at the federal, state, and local levels with particular focus on how government functions. Major emphasis will be on public policies and their implications for the society; such as, the effect of citizens' power on decisions related to public accountability, and making choices for the benefit of the society.</p>
<p>PUB5002 / PUB5002-8</p>	<p>Public/Government Relations</p> <p>This course is designed to deal with the issues of lobbying at the national and local levels. Student will examine the ways that government officials influence public opinion and the informative role that government plays on major social issues, using publicity, advertising, press agency, public affairs, issues management, investor relations, and development. Finally, the course offers the student to chance to develop a comprehensive public relations campaign.</p>
<p>PUB5005 / PUB5005-8</p>	<p>Public Budgeting and Finance</p> <p>The major focus of this course is to acquaint the student with the administration and management of public funds for organizations in the public sector. Organizational units could be at local, state or federal levels, as well as in the private sector in the form of nonprofit organizations such as the United Way Agencies and a myriad of other organizations.</p>

<p>PUB5007 / PUB5007-8</p>	<p>Quality Management in Public Administration</p> <p>Quality management provides governmental structures with foundational measures and approaches for better public service delivery. In this course, students are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. Students are provided a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, students will define a vision of quality improvement and insures those efforts are appropriate and stay on track.</p>
<p>PUB5009 / PUB5009-8</p>	<p>Public Program Evaluation</p> <p>Program evaluation is an essential tool for measuring the outcomes of the implementation of the mission, goals, and objectives of a program or policy. The purpose of this course is to expose students to the processes, techniques, and practices associated with program and public policy evaluation. The course is designed to create greater understanding of the policy analysis process, the challenges of program evaluation in the public sector, specific policy analysis procedures, and to provide guidance regarding the methods and approaches for addressing possible program deficiencies.</p>
<p>PUB5015 / PUB5015-8</p>	<p>Grant Writing</p> <p>Grant writing is seen as one of the major components when developing and maintaining an effective skill set for public administrators. Public funds are a major</p>

source of funding for research and investigative programs within both the public and private sectors. This course is designed to introduce students to the area of public funding and grant writing and to emphasize its importance in helping to acquire and deliver public services. Course participants will gain awareness and understanding of what public sources of funds are available and how to prepare grants and program applications at all levels of government.

* The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MBA6010-8

[Strategic Planning](#)

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process

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

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

Bachelor of Business Administration Program Learning Outcomes

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

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

General Degree Requirements

The Bachelor's Degree in Business requires 120 semester credit hours.

- Grade Point Average of "C," 2.0, or higher.
- Official transcripts on file for all transfer credit hours accepted by the University.
- Official documents on file for basis of admission: high school transcript or GED.
- All financial obligations to the University paid in full.

The University may accept a maximum of 90 semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited or approved college or university with a grade of "C" or better.

Credit Hour Requirements

- General Education - 36 credit hours
- Required Foundational Courses - 33 credit hours
- Specialization Electives - 18 credit hours
- Undergraduate Electives – 30 credit hours
- Required Business Capstone Course - 3 credit hours

Total - 120 credit hours

Time to Completion

Normal time to completion for this program is 53 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 30 months.

BBA Foundational Degree Requirements

Business graduates are expected to have a basic knowledge of economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Business students share the 11 Common Professional Components (CPCs) required by ACBSP accreditation.

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

- Research Writing Competency - BBA students are required to show competency in writing skills for research purposes through their Northcentral University coursework.
- Computer Competency - BBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the fundamental and specialization requirements of each program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic Advisors can assist with any questions related to program requirements.

Required Foundations courses must be taken first and in sequence.

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

Business Foundational Courses: 33 credit hours

LS3010-8	<p>Foundations for Undergraduate Study</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue an undergraduate degree. Academic skills, such as academic integrity, time management, and effective use of the Northcentral Library are introduced. Students will develop the ability to locate, evaluate, use information in the context</p>
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	<p>of academic and professional activities, and use APA form and style in professional communication. This course highlights personal goals, strengths, and overcoming challenges, and provides a roadmap for students to navigate their way towards completion of their educational aspirations.</p>
BUS4019-8	<p>Ethics in Business</p> <p>Ethics and social responsibility are terms frequently applied to business practices that deal with all enterprise stakeholders' moral behavior. This course explores the responsibilities of a business, and the individuals within the business and their ethical responsibilities. The course reviews ethical business issues as applied to global, governmental, environmental, and personal rights. Ethics in Business investigates how business ethics affect the employee, firm, consumer, and society.</p>
ACT4050-8	<p>Managerial Accounting</p> <p>This course explores the nature of managerial accounting as it relates to decision-making. Concepts and systems are analyzed, including cost-volume-profit analysis, analysis of reporting and financial statements, performance evaluation, differential analysis and product pricing, capital investment analysis, budgeting, and Just-in-Time manufacturing.</p>
BUS3001-8	<p>Basic Business Law</p> <p>This course will familiarize students with basic legal principles that affect the everyday procedures in business. The student will understand legal principles in everyday life by utilizing the practical knowledge learned. The student will be introduced to the laws of contracts as the</p>

	<p>foundation for the legal regulation of business.</p>
BUS3003-8	<p><u>Computer Information Systems</u></p> <p>This course provides an overview of the scope and capabilities of computer information systems in today's digital environment. Upon completion of this course students will have gained a thorough understanding of the various hardware, software, and data communication components, including terminology, applied function, and performance aspects of information technology. This course also explores current trends and future directions and advancements involving information technology.</p>
BUS3004-8	<p><u>Economics</u></p> <p>To understand business functions, it is important to understand the micro-economic organization (the business) operating within a larger macro-economic system (the economy). This course examines economic theory as it relates to pricing and supply and demand. Also, the course covers money and banking as well as production, income, and employment.</p>
BUS4000-8	<p><u>Essentials of Marketing</u></p> <p>Students in this course will explore the marketing function and marketing decision areas. Concepts covered include the 4Ps, relationship marketing, communication, value-delivery networks, global marketing, marketing ethics, and social responsibility. Students will build a foundation in the skills required by a business to market a product or service.</p>

BUS4001-8	<p><u>Small Business Management</u></p> <p>This course introduces small business management and the multitudes of management skills required for successful operation. Small businesses are unique because they contain most of the elements found in large corporations, yet they have additional characteristics and peculiarities, advantages and disadvantages. Over 80% of all businesses are classified as small businesses. Small business management requires a person who is a generalist and a specialist, an innovator and a stabilizer. The small business manager can be expected to have knowledge of all aspects – internal and external – of the business.</p>
BUS4003-8	<p><u>Money, Banking, and Business Finance</u></p> <p>This course begins with an examination of the financial system. Central to the financial system is the banking system, which accepts deposits from savers and in turn creates loans for borrowers. The borrowers fuel our economy as the financial capital supports real investment in support of business activity. Students in this course will examine the valuation of two important types of financial securities - bonds and stocks. These securities are long-term in nature with the issuing party selling the securities to raise financial capital. Students will study the different types of financial statement data and the related analysis that guides business managers.</p>
BUS4020-8	<p><u>The Dimensions of Global Business</u></p> <p>This course involves the study of international commerce, trade and worldwide cultural and economic influences. Students will delve into the</p>

	<p>many facets of the international business environment. The concepts pursued in the course will be the foundation for understanding business in the global marketplace. Course concepts will cover global strategy, comparative country selection, operations, finance, trade, marketing, supply chain management and new global challenges.</p>
BUS4025-8	<p>Introduction to Business Statistical Analysis</p> <p>This undergraduate level course addresses statistical techniques that may be useful for analyzing quantitative data in business practice. Students will also become familiar with setting up and using technology tools to conduct statistical analysis. Topics include Descriptive Statistics, one and two sample Hypothesis Testing, Probability, Correlation and Regression, and Nonparametric Techniques.</p>

Specialization Courses - 18 credit hours

Undergraduate Electives** - 30 credit hours

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

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

Business Capstone Course - 3 credit hours

SKS4000-8	<p>Comprehensive Strategic Knowledge Studies Capstone*</p> <p>Students will identify, recognize, and develop executive level knowledge in eleven concept areas necessary to solve a wide variety of business related situations. This course focuses on demonstrating core proficiencies in the following business areas: Management, Business Ethics, Information Systems, Marketing, Global Dimensions of</p>
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Business, Accounting Corporate Finance, Economics, Business Law, Business Math and Statistics, and Business Policy. The intent of this course is not to introduce these business concepts, but verify bachelor's of business administration threshold competency in these eleven areas of business. SKS4000 includes a capstone case study that will empower the student to demonstrate their competency in the eleven core proficiency areas. SKS4000 uses a variety of teaching media such as DVDs; courseware packages designed for Computer Assisted Instruction, and focused Internet research assignments. The Accreditation Council of Business Schools and Programs (ACBSP) require all BBA students successfully complete the Comprehensive Strategic Knowledge Studies course.

*SKS4000 is the last course students take within the BBA

BBA Specializations

The following BBA specializations are offered in the Undergraduate program:

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

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

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

Accounting Specialization

Accounting is the process of systematically collecting, analyzing, and reporting financial information. In this specialization students study the following processes of accounting methods: finance, financial management, cost accounting, taxation, implementing computer methods, and auditing. This specialization is designed to prepare students for entry level accounting positions in profit, not-for-profit and governmental environments. At end of this Accounting specialization, students will complete a final written research project requiring the student to demonstrate the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 18 credit hours

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

ACT4013-8	Computerized Accounting The student will be developing a sound basic knowledge of how computerized integrated accounting systems function to the extent that students will be prepared to work with any accounting software package using its reference manual as a guide to unique features. The basic principles of accounting will be implemented and applied for this course.
ACT4040-8	Financial Accounting This course emphasizes the theory and practice of basic foundations and concepts of financial accounting including recording, summarizing, reporting of financial data for external reporting and financial statement analysis.
ACT4051-8	Intermediate Accounting I This course covers the development of intermediate accounting theory and practice including such topics as income statements, balance sheets, and statement of cash flows. It combines the student's practical knowledge of the accounting process with the theoretical

	foundations of accounting. It provides an in-depth examination of current assets.
ACT4052-8	<p>Intermediate Accounting II</p> <p>This course covers the development of intermediate accounting theory and practice including such topics as debt and equity financing and securities, leases, income taxes, employee compensation, earning per share, derivative, U.S. GAAP, and IFRS. It combines the student's practical knowledge of the accounting process with the theoretical foundations of accounting.</p>
ACT4053-8	<p>Cost Accounting</p> <p>This course covers the theory of cost accounting and cost control to include job order and process costs, standard costs, budgeting and direct costing. Management utilization of cost information and cost reports is also discussed.</p>
ACT4064-8	<p>Advanced Accounting</p> <p>This course relates accounting theory to income presentation, in preparation for the material covering business combinations. It covers such special subjects as multinational accounting, interim reporting and segmental disclosures, partnerships, governmental and not-for-profit accounting, and fiduciary accounting. This course links theory and practice with constant emphasis on the logic of procedures. In-depth coverage of the major advanced accounting topics which appear on the CPA examination, and up-to-date information on relevant, generally</p>

	accepted accounting standards are presented.
ACT4065-8	<p>Tax Accounting</p> <p>This course focuses on the essentials of the federal tax structure as related to individuals. Further, students will analyze the federal tax structure as it pertains to business and professional returns for individuals, partnerships, S corporations and corporations. It includes laws, rulings and regulations. In this course, students will prepare simulated returns.</p>
ACT4067-8	<p>Auditing</p> <p>The purpose of this course is to introduce the auditor's role from the professional governance perspective with an understanding that earnings management and fraud are central to most financial restatements. Transactions will be introduced that represent public-company restatements, SEC accounting, auditing enforcement and litigation.</p>

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

Applied Computer Science Specialization

The Applied Computer Science specialization is designed to provide preparation for professional careers in the areas of software and network administration. In this specialization students study design methods for solving problems using computers, programming, operating systems, networks, and compilers. Students will learn to use software tools to design, test, and document large programs using software engineering. At the end of the Applied Computer Science specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 18 credit hours

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

CS4000-8	<p><u>Introduction to Computers and Information</u></p> <p>In this course, students will examine how computers are utilized in the business context. Topics included are hardware and software, networking, emerging computing environments, data base management, networking technologies, e-commerce, decision support, systems analysis, web technologies, and using technology for a competitive advantage.</p>
CS4001-8	<p><u>Computer Operating Systems</u></p> <p>This course provides a comprehensive introduction to the concepts underlying the architecture and usage of modern operating systems, including MS-DOS, Windows, Windows NT 4.0 Workstation, Windows 98, Windows 2000 Professional, Windows XP Professional, Understanding the Windows GUI, managing the local security in windows, Macintosh OS9 and OS X, and network server operating systems.</p>
CS4006-8	<p><u>Professional and Technical Writing</u></p> <p>This course is designed to help students develop their technical writing abilities to a professional level. Students will learn about audience considerations, style, drafting and revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including Web sites, emails, proposals, memos, and instructions.</p>
CS4009-8	<p><u>The Internet</u></p> <p>In this course, students will examine computer networking and the Internet from a non-technical perspective. The</p>

	<p>purpose of this course is to explain how computers communicate, what the Internet is, how the Internet works, and what the Internet offers in professional and personal settings. It is essential for those in the IT industry to have a thorough understanding of the Internet along with its many uses. At the end of this course, students will have the necessary information and tools to utilize the Internet for a wide variety of uses.</p>
<p>CS4010-8</p>	<p>Inside LAN Networks</p> <p>In this course, students will explore the interworking of the local area network with emphasis on the lower layers including hardware and software. Personal computer components, various types of networks, analog and digital transmission rates, Token Ring, and the Fiber Distributed Data Interface will be introduced and examined.</p>
<p>CS4011-8</p>	<p>Network Administration</p> <p>In this course, students will develop an overall ability to analyze different types of networks with an emphasis on IPV6 implementation on new or existing networks. Core elements, operations, services, and modifications for an IPV6 implementation will be discussed. The course will conclude by proposing an implementation of IPV6 on a new or existing network infrastructure.</p>
<p>CS4012-8</p>	<p>Presentation Software</p> <p>This course provides students with information needed to build skills in developing professional presentations, including presentation graphics. Microsoft PowerPoint allows one to make</p>

	<p>electronic slide show presentations. Becoming familiar with this software will enable students to create and provide presentations to groups using the electronic slide feature.</p>
CS4017-8	<p>Web Technology and Development</p> <p>This course is designed as an introduction to website design and development, including basic hypertext markup language (HTML), JavaScript, form processing, transaction processing, and Cascading Style Sheets (CSS).</p>
CS4018-8	<p>Computer Systems Architecture</p> <p>This course is an introduction to computer system concepts architecture including both hardware and software considerations. Topics include number systems, data formats and representations, instruction cycles, CPU, memory, buses, I/O systems, peripherals, networks, communication channel technology, clusters, and operating systems.</p>

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

Criminal Justice Specialization

The Criminal Justice Specialization is designed to provide knowledge of the global multicultural network connecting distinct legal traditions and codes which operate within a worldwide venue. In this specialization students study the coordination of local, state, Federal, and multinational organizations and international resources at home and abroad. Students in the undergraduate Criminal Justice specialization will explore how the global multicultural network connects distinct legal traditions, ethics policing, both domestically and internationally. The specialization also covers the detailed study of criminal gangs and the collection and use of evidence. Students will complete a final written research project, demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 18 credit hours

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

CJ4000-8	<p><u>Introduction to Criminal Justice</u></p> <p>Laws regulate the actions of all people residing in the nation as well as the actions of governmental bodies and organizations. The legislature writes the laws. The executive branch enforces laws. The judiciary branch adjudicates guilt or innocence. The criminal justice system then provides the structure for carrying out this process. This course provides students the opportunity to examine the American criminal justice structure and the functions and processes that impact communities and society.</p>
CJ4001-8	<p><u>Introduction to Law Enforcement</u></p> <p>Students in this course will examine the history of law enforcement and distinguish between historical and contemporary issues of criminal justice. Students will also explore the management issues involved in policing as well as challenges to the profession.</p>
CJ4002-8	<p><u>Criminology</u></p> <p>This course will examine the nature and extent of crime, as well as the causes and prevention of criminality. Particular attention will be given to theories and typologies.</p>
CJ4006-8	<p><u>Corrections</u></p> <p>In this course students will examine the nature and extent of criminal behavior and correctional systems, corrections and penology, and criminal rehabilitation institutions. This course will not only examine prison systems, but jail operations and management as well. Other topics include community</p>

	<p>corrections, work release and home detention, pre-trial and bail services, probation, parole, and pardons and reprieves. Particular attention will be given to theories and typologies.</p>
CJ4010-8	<p>Law Enforcement and the Community</p> <p>This course examines the development and support of Community Oriented Policing and Problem Solving (COPPS) strategies, and how this policing style responds to the needs and demands of citizens. Particular focus will be on ways to adopt COPPS into police practice, management styles, and changing agency culture. Specific issues such as dealing with the mentally ill, the homeless, domestic violence, and neighborhood disorder will be explored.</p>
CJ4011-8	<p>Research Methods for Criminal Justice</p> <p>Students in this course will examine the sources and resources of classic and contemporary research in the criminal justice field. The ability to develop, conduct and analyze scientific research within the criminal justice specialization is critical to developing new techniques or validating old practices.</p>
CJ4013-8	<p>Introduction to Criminal Law</p> <p>This introductory course analyzes the fundamental principles and doctrines that underline criminal law in general rather than rules for a specific state. The student will become acquainted with constitutional and case law precedents and elements of criminal liability for various crimes including acts against persons and property. Criminal law's application to vice crimes and terrorism are also addressed..</p>
CJ4014-8	<p>Criminal Court Process</p>

	<p>This course offers a comprehensive analysis of the operation of the courts through an exploration of theory and actual operation. The focus is on the rules of operation and the informal methods of accomplishing institutional goals, the formal and informal working relationships between various parties in the system, and the political context in which criminal justice is dispensed. The rules and rationale behind criminal law is a major topic throughout the course.</p>
<p>CJ4015-8</p>	<p><u>Law Enforcement and Management</u></p> <p>This course will examine law enforcement management and supervisors and their interrelationships with members of their organizations and the community at large. Particular attention will be paid to the best known methods and practices of police leadership and management.</p>
<p>CJ4017-8</p>	<p><u>Introduction to Corporate/Private Security</u></p> <p>This introductory course is designed to expose students to emerging issues in the field of private security. This is a growing industry as private security firms work hand in hand with public law enforcement strengthening the overall security posture of firms, schools, private homes, and other critical infrastructures.. Beginning with a discussion addressing the differences between public and private police, students will analyze in detail future security needs of business and private establishments. Potential threats which emanate from tapped phones, bugged offices, stolen papers, covert recording, undercover employees, and other conduct threatening business establishments will be analyzed.</p>

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

Homeland Security Specialization

The Homeland Security specialization is designed to prepare undergraduate students in emergency preparedness, maritime security, air and ground transportation security, intelligence management, protection, cyberterrorism, biological terrorism, public health management, and the Incident Command system. Students in this specialization will study issues critical in the development of public service programs in the Homeland Security and Emergency Management fields. At the end of the Homeland Security specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend plan of preventative action.

Specialization Courses – 18 credit hours

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

HS4000-8	Homeland Security and Emergency Preparedness In the wake of the 9/11 attacks and significant natural disasters, the United States adopted a new unified approach, at every level of government, labeled Homeland Security. This approach was designed to reduce the country's vulnerabilities, and prevent terrorist attacks. Its purpose is to quickly respond to natural disasters or attacks and speed up the recovery through dedicated processes, procedures and identified assets, thus minimizing the damage. HS4000 will introduce the student to the growing field of academic study - Homeland Security - including the background, structure, documents and challenges involved. This is the foundational course for the undergraduate Homeland Security concentration.
HS4001-8	Terrorism and Homeland Security This course examines terrorism from the French Revolution through the present day. The student will encounter an

extremely complex, dynamic, and emotionally charged field of study. The exploration of major theories, history and development, motivations, strategies, and tradecraft of domestic and international terrorism and Homeland Security challenges for today and tomorrow are critical elements of the research. This course provides an introduction to foundational concepts in the Homeland Security field.

HS4002-8

[Maritime Security](#)

The challenge of securing the world's Maritime Transportation System (MTS) from the threat of maritime terrorism is a challenge that is significantly more complex than the issues of increased security in the aviation industry. DiRenzo and Doane re-enforced this complexity when they examined the United States MTS noting that, "The U.S. maritime domain encompasses all U.S. ports, inland waterways, harbors, navigable waters, Great Lakes, territorial seas, contiguous waters, customs waters, coastal seas, littoral (shoreline) areas, the U.S. Exclusive Economic Zone (covering nearly 3.4 million square miles), and oceanic regions of U.S. national interest, as well as the sea-lanes to the United States. Within this domain there are over 360 ports, 238 locks at 192 locations, over 3,700 marine terminals, and recreational marinas beyond count. Through 1,400 designated intermodal connections, the MTS connects with over 174,000 miles of rail connecting all 48 contiguous states, as well as Canada and Mexico, over 45,000 miles of interstate highway (supported by over 115,000 miles of other roadways), and over 460,000 miles of pipeline." Maritime terrorism can take many forms, from suicide boat bombers, to the use of a maritime shipping container as a

weapons delivery system for a Weapon of Mass Destruction (WMD). As vital as part of the world economy is, there has still not been enough attention paid to nor study done of the world-wide MTS. HS4002 will provide the student a broad exposure to critical issues involved in maritime terrorism around the world, from tactics and goals to international cooperative efforts to thwart this threat. The course will also explore the consequences of a successful attack.

HS4003-8

[Ground Transportation Security](#)

Since the terrorist attacks of September 11, 2001, securing the nation's transportation network has been a major concern for government agencies and industry. Truck and rail networks are susceptible to damage from terrorists as well as natural events. Transporting hazardous materials poses a special threat to the population when some form of interruption to the transportation network occurs. This course will require students to analyze threats to ground transportation systems and develop courses of action in order to safeguard the cargo being transported as well as the civilian population residing in the vicinity of the transportation network.

HS4004-8

[Air Transportation Security](#)

Since the terrorist attacks of September 11, 2001, providing security for the air transportation network has dominated much of the Homeland Security programs of private and public organizations. The Department of Homeland Security and the Transportation Security Administration came into existence in order to enhance the security of air transportation. students in this course will analyze the background of the security

	<p>failures that resulted in the terrorists' success, the measures implemented to reduce the likelihood of another such attack, and the measures designed to mitigate the impact of such an attack should it occur.</p>
HS4005-8	<p><u>Incident Management</u></p> <p>This course examines the U.S. domestic incident management policies, procedures and preparedness. U.S. national response plans for domestic incidents and the supporting National Incident Management System and National Response Framework (NRF) will be discussed and analyzed. The course provides the knowledge necessary to effectively plan for and participate in domestic incident responses for both natural and manmade disasters.</p>
HS4006-8	<p><u>Homeland Security Strategy</u></p> <p>Several specific threats and hazards (natural, technological, and terrorism) are a risk to the U.S. homeland. Students will review the concepts of strategy, grand strategy, and national power, and examines selected national homeland security policies and strategies. The course assists the student in the development of the knowledge, skills and abilities necessary to effectively participate in the formulation and implementation of national homeland security policy.</p>
HS4007-8	<p><u>Intelligence Support to Homeland Security</u></p>
HS4008-8	<p><u>Protecting Critical Infrastructure</u></p> <p>In this course, students will develop an understanding of what constitutes critical</p>

	<p>infrastructure and various methods for protecting this infrastructure. The information addressed in this course is necessary to participate effectively in homeland security planning and operations. Protecting critical infrastructure is necessary to maintain the safety of the public.</p>
HS4011-8	<p>Risk Management: Analysis and Planning</p> <p>The study of risk management has evolved since the attacks of 9-11. Risk management is a systematic, analytical process designed to analyze, reduce, and mitigate the consequences on an attack. This course will introduce the student to key components of risk management, to include planning and strategies to protect critical infrastructures. Risk models such as HOPS and CARVER will be analyzed. The course will examine risk management from two different perspectives, specifically to the maritime transportation system and sporting venues.</p>
HS4012-8	<p>Homeland Security Considerations for Local Government</p>

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

Human Resource Management Specialization

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

build professional skills in communication, human resources, and management.

Specialization Courses – 18 credit hours

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

HRM4000-8	<p><u>Workforce Planning, Recruitment, and Staffing</u></p> <p>Students in this course will examine the functions and processes related to the staffing of organizations. Students will analyze the concepts, principles, and applications of workforce planning, recruitment, and talent selection techniques. Course content will also include the Human Resource Management concepts of staffing in a globally connected environment with a diverse workforce.</p>
HRM4001-8	<p><u>Human Resource Development</u></p> <p>Content in this course will include theory and applications related to employee and management development. Through theory and practical application, students will explore concepts related to instructional systems design to enhance human resource development in the workplace. Building upon learning, students will analyze human performance improvement to maximize workplace performance in a global environment with a culturally diverse workforce.</p>
HRM4002-8	<p><u>Compensation and Total Rewards</u></p> <p>This course will cover the concepts and applications of pay, benefits and a total rewards pay program. The topics of the course will include an analysis of the theoretical concepts of pay and benefits and the methods to enhance employee motivation and job performance. Students will also explore job analysis, job evaluation, job design, and other pay components which enhance equitable pay structures. The course covers the role of employee benefits and the integration of benefits into a total rewards</p>

	pay philosophy.
HRM4003-8	<p>Strategic Issues in Human Resource Management</p> <p>This course permits the student to analyze the role of a Human Resource Management leader in the development of a human resource management's mission, vision, and strategic objectives required to complement an organization's strategic goals. Students will also examine strategic issues in human resource management with an emphasis on emerging topics in the HR profession. Topics will include cultural diversity, employee risk management, global HRM policies and practices, and organizational change.</p>
HRM4004-8	<p>Employment and Labor Law</p> <p>Students in this course will address the concepts and applications covering legal and labor issues affecting human resource management. The topics of the class will include an analysis of the laws and compliance issues in the workplace, along with current issues in unionism, collective bargaining and labor-management practices within organizations. Students will also examine effective employee relation practices that enhance employee engagement and organizational effectiveness.</p>
HRM4005-8	<p>Human Resources Management Capstone</p> <p>The capstone for the undergraduate Human Resources Management program requires students to demonstrate the ability to synthesize, articulate, and apply the concepts and techniques covered throughout this program to a real world scenario. This will involve five different key areas of human resources management, resulting in a completed Human Resources Management Plan. These five areas include: (1) Planning,</p>

<p>Recruiting, and Staffing, (2) Human Resources Development, (3) Compensation and Total Rewards, (4) Strategic Issues in Human Resources, and 5) Employment and Labor Law.</p>

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

Management Specialization

The Management specialization is designed to prepare undergraduate students with the conceptual overview of modern theory and practice in the key areas of human resources, operations, marketing, and finance. Students study how to use resources within these functional areas, assign resources and assess an organization. By the end of the specialization, students will have an understanding of the fundamentals of managing an organization and will complete a final written research project, demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 18 credit hours

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

<p>BUS4002-8</p>	<p>Essentials of Human Resources Management</p> <p>The single most important resource in any organization is the people: the human resource (HR). This course focuses on the understanding and management of human behavior to assist the student in understanding the principles, policies, and practices related to the procurement, development, maintenance, and, utilization of human resources. The student will examine environmental planning influences, legislation influencing human resource management (HRM), job specification methods, and recruiting policies.</p>
<p>BUS4004-8</p>	<p>Supervisory Management</p> <p>Supervision differs from management, which may be several levels of organization removed from the day-to-day task being done. Supervision is the one-on-one interaction between the supervisor who is directing the activity</p>

and the one who is responsible for doing the activity. Supervision is the art of getting things done by working with and through people at the level of specific tasks. In this course, students are provided knowledge on supervisory managerial skills, leadership qualities, communication, employee motivation, recruitment, and employee performance maximization. Students are provided opportunities to examine strategies and philosophies through readings and assignment preparation, and practical examinations of supervisory approaches based upon respected practitioners. .

BUS4005-8

[Career Management and Personal Marketing](#)

This course covers career planning, self-assessment, career exploration, and career decision-making as well as résumé and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. The concepts of building a system that works, developing sound a strategy, creating effective collateral, and using targeted methods and tools to get the interview are introduced using a job manual to build accretive demand for the student's skills and abilities. The course extends across several critical methods for successful job searches including resume building, targeting, job sources, and cover letter.

BUS4009-8

[Administrative Office Management](#)

The function and roles of organizations, and how they conduct business, and the relationships among the various subsystems are examined in this course. Organization Management has so many parts which must run smoothly to be successful. Some of these parts are the leadership team, managers, and employees, outside stakeholders, organizational vision, and mission

	<p>statements. Leaders of organizations are likened to captains who steer their organizations through the business environment. Their successes hinge on how well they lead and manage. These views are discussed in the course.</p>
BUS4010-8	<p><u>Manufacturing Systems</u></p> <p>A major portion of organized human effort is devoted to transforming material into useful products through systems of manufacturing. This course examines how manufacturing and the production of goods is accomplished.</p>
BUS4099-8	<p><u>Professional Studies Application Project</u></p> <p>In this project course, students will be required to present their own topics and proposals for developing the project. Studies can be in actual organizations such as at work, or through library research on organizations, management, or a topic of interest related to business. This professional development course will define the scope of research and inquiry, develop a formal proposal, create a sound research plan and outline, develop a meaningful methodology and bibliography, write a comprehensive manuscript, create an abstract, and professionally present a compendium of findings and supported research recommendations.</p>

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

Marketing Specialization

The Marketing specialization is designed to provide students with a broad foundation in marketing concepts, practices, and policies. Students will study demographic, social,

economic, technological, environmental, and cultural factors influencing the demands for consumer and industrial goods and services, and understand buyer and seller behaviors. Students will complete a final written research project, demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Specialization Courses – 18 credit hours

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

<p>BUS4005-8</p>	<p><u>Career Management and Personal Marketing</u></p> <p>This course covers career planning, self-assessment, career exploration, and career decision-making as well as résumé and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. The concepts of building a system that works, developing sound a strategy, creating effective collateral, and using targeted methods and tools to get the interview are introduced using a job manual to build accretive demand for the student's skills and abilities. The course extends across several critical methods for successful job searches including resume building, targeting, job sources, and cover letter.</p>
<p>BUS4006-8</p>	<p><u>Advertising</u></p> <p>Advertising is the creation of images, graphics, and imaginative copy that attracts, influences, and entreats customers to purchase products. The media selected along with the messages created focus upon specific consumer targets (demographic segmentation) that initiates purchase actions for various products and services. Advertising requires planning, media strategies, product brand creation, promotional scheduling, budget preparation, and creative copy and visual design. Media selection and use of benefits selling enable the marketing mix to execute top</p>

	promotional advertising plans.
BUS4007-8	<p>Retail Management</p> <p>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.</p>
BUS4008-8	<p>Sales</p> <p>Effective selling demands knowledge not only of the business product or service, but also the techniques of dealing with the customer's needs and wants and overcoming objections. Effective selling focuses on the customer's perceived product value and customer need satisfaction. Concepts covered in this course include ethical behavior, sales psychology, buying behavior, prospecting new customers, sales proposals and presentations, and sales analysis processes.</p>
CS4006-8	<p>Professional and Technical Writing</p> <p>This course is designed to help students develop their technical writing abilities to a professional level. Students will learn about audience considerations, style, drafting and revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including Web sites, emails, proposals, memos, and instructions.</p>

CS4012-8	<p>Presentation Software</p> <p>This course provides students with information needed to build skills in developing professional presentations, including presentation graphics. Microsoft PowerPoint allows one to make electronic slide show presentations. Becoming familiar with this software will enable students to create and provide presentations to groups using the electronic slide feature.</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Project Management

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

Specialization Courses – 18 credit hours

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

PM4000-8	<p>Introduction to Project Management</p> <p>This course provides an introduction to the discipline of project management. The undergraduate student will explore techniques that managers apply to complete projects on schedule, within budgeted cost, and according to a specified scope. The student will be applying theory and knowledge based on the PMBOK® Guide to Project Management Body of Knowledge. Students will examine the operational framework of project management relating to the specified project and its life-cycle phases. The Signature</p>
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	<p>Assignment for this course will be the development of a Project Management Office (PMO) plan.</p>
<p>PM4001-8</p>	<p><u>Leadership in Project Management</u></p> <p>This course will focus on the skills necessary in order to be successful within a project environment. Students will examine the proper methods in which to lead others, stimulate purposeful innovation, foster the appropriate organizational culture by managing change, and explore techniques for effective leadership. The student will create an effective leadership strategy as the signature assignment. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student to varying degrees in the initiation, planning, executing, controlling, and closing steps. Degree of engagement will depend on the depth of engagement of leadership in the student-selected project.</p>
<p>PM4002-8</p>	<p><u>Human Capital Management</u></p> <p>The student will identify and provide examples of the foundations of human resource and project management in this course. Students will explore and put into practice the areas related to human resources for project managers: organizational planning, staff acquisition, and team development. The areas identified will be the cornerstone of the student's acquisition of knowledge, specifically in the areas of management and behavioral theories that impact change, communication, motivation, stress, conflict, negotiation, leadership and politics in a project environment. The signature assignment for this course will</p>

be the development of a project's human capital strategy and plan. The degree of student engagement will depend on the depth of exposure of leadership in the student-selected project.

PM4003-8

Quality and Performance of a Project

Students will explore and quantify quality assurance concepts and principles within the total project quality management framework applied in manufacturing or service organizations. This course will allow students to investigate benchmarking, the contractual aspects of quality, quality tools and techniques that utilize statistical process control, process improvement, yield management, quality issues of incoming material control and quality audits. The signature assignment will be the development of a Quality Management Implementation Plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student in the planning, executing, and controlling steps. The engagement will be most significant in the executing and controlling process steps for the student selected project.

PM4004-8

Cost and Scheduling of a Project

Students will have a special emphasis placed on how procurement and proposals integrate into the project management process and how the project manager will successfully maintain control of the process. This course will assess the effective management of contracts and procurements for projects from the initial planning for contract work through contract close out. The signature

	<p>assignment will be the creation of a Contract and Procurement Management Plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student in the planning, executing, and controlling steps. The degree of engagement will be the most significant in the planning and controlling process steps for the student-selected project.</p>
<p>PM4005-8</p>	<p><u>Procurement and Contract Management</u></p> <p>Students will have a special emphasis placed on how procurement and proposals integrate into the project management process and how the project manager will successfully maintain control of the process. This course will assess the effective management of contracts and procurements for projects from the initial planning for contract work through contract close out. The signature assignment will be the creation of a Contract and Procurement Management Plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student in the planning, executing, and controlling steps. The degree of engagement will be the most significant in the planning and controlling process steps for the student-selected project.</p>
<p>PM4006-8</p>	<p><u>Risk Management</u></p> <p>In this course, students will explore the techniques of risk management planning, risk identification, risk assessment (qualitative and quantitative), risk response, and risk monitoring and control. This course examines and quantifies risk management within a</p>

	<p>project context. The development of a risk management strategy and plan will be the culmination of the course. This course will also involve the student in the five major project process steps with a focus on the planning and controlling steps for the student selected project.</p>
<p>PM4007-8</p>	<p>Project Plan Capstone</p> <p>Prerequisites:</p> <p>All Project Management specialization courses.</p> <p>The capstone for the undergraduate project management program will require you to demonstrate the ability to synthesize, articulate, and apply the concepts, tools, and techniques covered throughout this program to a real world project scenario. You will illustrate the ability to work in a team environment, use project management software, and collaborate with project stakeholders. Writing and presentation skills will also be assessed. The completed Project Plan will be the culmination of the completed project management courses; therefore a high degree of engagement focus will be present in formulating the plan for your selected project. This project management course will involve you in all five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage you in building a project plan that will demonstrate your knowledge of these steps.</p>

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

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Business specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a grade of "B" or better in order to receive the certificate.

Basis of Admissions

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

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program, where a grade of (B) or better was earned, 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.

Completion Period for Post-Baccalaureate Certificate

Normal time to completion for this program is 9 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificate.

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

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

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

Post-Baccalaureate Certificate Offered by the School of Business and Technology Management

The Post-Baccalaureate Certificate in business at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- Financial Management
- Project Management
- General Business
- Entrepreneurship

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

Course Length

Post-Baccalaureate Certificate courses in the School of Business are eight weeks in length.

Post-Baccalaureate Certificate – Financial Management

This Post-Baccalaureate Certificate explores relevant financial analysis of financial and non-financial organizations. The focus is assessment of financial statements, foreign exchange issues, risk and investment management.

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

12 credit hours

FIN5012-8

[Corporate Finance](#)

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.

FIN5013-8

[Investment Management](#)

In this course, students will examine the theoretical and technical concepts associated with investing in marketable securities. Optional security investments are assessed with an analysis of the historical risk and return structure for these securities. The Efficient Market Hypothesis is studied which in turn leads to the examination of important valuation models - the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The course further includes an analysis for fixed income security investing with an important emphasis on interest rate risk for these securities. Moreover, the course includes the use of derivative securities such as futures, forward contracts, options and swaps. A framework for making intelligent investment decisions and achieving successful investment

	results is developed.
FIN5015-8	<p>Financial Statement Analysis</p> <p>This course provides a broad coverage of topics related to financial statements and the financial analyses that emerge from these statements. We begin by reviewing some basic reporting requirements and the introduction of the fundamental accounting statements. We then cover an important topic on common size financial statements which allow for an analysis that controls for size differences across time and across firms. Financial ratio analysis is a further important concept that we explore in detail with attention given to the investors' perspective in using these ratios. The course finishes by studying some special industries, government and non-profit organizations.</p>
FIN5016-8	<p>International Finance</p> <p>This course contains corporate international finance concepts. The international environment is a collection of nations with their own currencies and laws but united by some of the fundamental benefits of specialization and trade as a source of wealth creation. Each country has some comparative advantages in trade and through foreign investment. The financial exchange markets involve the trading of one currency for another. Students will evaluate the foreign exchange market. Students will also assess the capital budgeting process in a global environment and assess multinational operational issues.</p>

Post-Baccalaureate Certificate – Project Management

This Post-Baccalaureate Certificate explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The Post-Baccalaureate

Certificate provides curriculum for students aspiring to take on project management responsibilities. This Post-Baccalaureate Certificate focuses on risk management, procurement, and project monitoring and control.

12 credit hours

<p>PM6000-8</p>	<p><u>Project Procurement Management</u></p> <p>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.</p>
<p>PM6004-8</p>	<p><u>Project Risk Management</u></p> <p>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.</p>
<p>PM6008-8</p>	<p><u>Project Monitoring and Control</u></p> <p>In this course the student will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.</p>
<p>PM6020-8</p>	<p><u>Management Leadership and Team Building in the Project and Program Environment</u></p> <p>This course will explore techniques and skills that can mitigate human resource problems in the project and program</p>

environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to managing tough human resource issues.

Post-Baccalaureate Certificate – General Business

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

Students must complete a minimum of 12 credit hours for the Post-Baccalaureate Certificate in General Business. Students must take at least two business courses from any of the business focused courses offered in the MBA program and may take an additional course from a Post-Baccalaureate Certificate offered in other fields (Psychology and/or Education) to fulfill their General Business certificate requirement.

Recommended Post-Baccalaureate Certificate Courses - 12 credit hours*

FIN5012-8

[Corporate Finance](#)

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.

PM6004-8	Project Risk Management
HRM5000-8	Human Resources Management Throughout this course, students will work to develop an understanding of and will focus on the management of human behavior in organizations for optimal organizational effectiveness as well as individual outcomes. Students will also examine human resource management in a global context. Theories of managing the dynamics of individual, group, and system relationships to achieve organizational goals are explored in detail.
IB5012-8	International Economics Managing in the international economic environment continues to pose major challenges; therefore, it is increasingly important to understand the practical concepts and principles of international economics. This course covers the economic foundations of international trade and investment, government intervention, international monetary systems, balance of payments analysis, and foreign exchange markets and currencies.

Post-Baccalaureate Certificate – Entrepreneurship

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

12 credit hours

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

ENT5000-8	Innovation - the Entrepreneur and
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[Intrapreneur](#)

This is the initial course in the entrepreneurship specialization and serves as the prerequisite for all future courses within the specialization. Prior to the start of this course, it is recommended that students enter the course with a well thought out product or service venture. Students will explore many facets of the potential venture to include new venture feasibility, an analysis of strengths, weaknesses, opportunities and threats (SWOT), and identification of potential investors to determine if the new venture is needed within the marketplace.

ENT5001-8

[Strategic Market Assessments](#)

In this course, students will learn how to identify and analyze the various governmental, business and political challenges and opportunities that exist when operating within emerging national and international markets. The roles of history and tradition are also explored in light of their potential impact on various emerging market economies. The course will require the student to delve into advanced exploration of current topics, marketing of innovations and early stage technologies, the entrepreneurial dimensions of market research and analysis, intellectual property protection and management, and other potential new market plan related topics.

ENT5002-8

[New Venture Formation](#)

The formation of a new venture is an evolutionary process which requires research, analysis, assessment, and reevaluation of a new product or service in a competitive environment. Students will assess various leadership styles and how the styles might enhance venture performance. Students will examine the many business models available and determine how the models may possibly

be incorporated into the new venture plan. A cursory analysis of personnel to define needs for skill types and sets will also be performed. Students will evaluate funding and financing options as well as market strategies based on an initial competitive analysis of the marketplace. At the conclusion of the course, students will have completed steps to solidify and clarify their new venture plan through research and analysis.

ENT5004-8

[Sustainable Business Practices](#)

The goal of this course is to explore how the product or service will be effectively integrated into business activities to ensure that the venture is viable and sustainable in the marketplace. Depending on the product or service, students will have to identify any sustainability issues and evaluate if the process required for supporting the product or service is truly sustainable. Future success will depend on the overall sustainability of the venture processes that will support the new product or service. The course will also require students to examine social responsibility and the impact the new product or service may have on the environment, both today and in the future.

The Doctor of Business Administration (DBA) program is designed for current and potential business leaders and senior managers, in the private and public sectors to enhance their knowledge and competencies appropriate to a leadership role in business administration. The Doctor of Business Administration (DBA) program is a research-based degree, but unlike the PhD, the DBA program is intended to engage the student in the application of theoretical knowledge to the advancement of practice in the field (solving complex problems) (Archibald, 2010; Corley & Giola 2011; Huba, Shubb & Shelley, 2006).

The outcome of the research is designed to provide valuable insights to an organization. Examples of an applied investigation may include a replication study, a case study, or a special project (such as, for example, the creation of a curriculum, training program, or educational artifact), followed by an evaluation. A doctoral project for a professional degree does not have to be an original contribution to the body of knowledge that impacts the theories in the field, but typically responds to a practical problem or proposed innovation (Archibald, 2010).

The DBA is increasingly recognized by international business and management schools as the most appropriate post-MBA (or equivalent master's degree) route to combining academic research with management and business.

Doctor of Business Administration Program Learning Outcomes

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

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

Doctor of Business Administration Specializations

DBA specializations are offered in the following areas:

- Advanced Accounting
- Applied Computer Science
- Computer and Information Security
- Criminal Justice
- Financial Management
- General Business
- Health Care Administration
- Homeland Security: Leadership & Policy
- Human Resources Management
- International Business
- Management

- Management of Engineering and Technology
- Management Information Systems
- Marketing
- Project Management
- Public Administration
- plus two Interdisciplinary Specializations
 - Industrial/Organizational Psychology (School of Psychology)
 - Organizational Leadership (School of Education)

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

Students who complete at least 15 credit hours in a single area of specialization at Northcentral University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. Students may also opt for a General Business specialization, electing 15 credit hours of cross-discipline courses. Elective courses must be appropriate to the student's degree program.

DBA Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution (also see Direct Entry and Evaluation Track Requirements).

The University may accept a maximum of 9 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

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

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

Fundamental Competencies for DBA Programs

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

- **Graduate-Level Research Methods Competency** - DBA students are required to complete BTM7303 and BTM7103, BTM7109 and either BTM7108 or BTM7106 at Northcentral.
- **Graduate-Level Statistics Competency** - DBA students are required to complete

BTM7104 Business Statistics at Northcentral.

- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Time to Completion for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 82 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Course Length

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

DBA Doctoral Course Sequence

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

Basis of Admission - In order to enter the doctoral (DBA) program, applicants must have earned a master's degree from an accredited university (also see Direct Entry and Evaluation Track Requirements).

All DBA specializations require the following courses:

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

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS7000-8 after BTM7101-8 and before BTM7300.

DBA Required Foundational Courses – 12 credit hours

BTM7101, BTM7101-8	<p><u>Foundations for Doctoral Study In Business</u></p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Business. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
BTM7300	<p><u>Scholarly Literature Review</u></p> <p>This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks that lay the foundation for future</p>

research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation.

BTM7104, BTM7104-8

[Statistics I](#)

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

MGT7019, MGT7019-8

[Ethics in Business](#)

No longer are ethics and social responsibility, including the green movement, something organizations can ignore or do if they have funding left over at the end of the year. Ethics are required by local, state and federal legislation and today, more than ever, stakeholders at organizations are being held accountable for their actions and societal harm. 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 application to business, and how to maintain an ethical perspective within the context of a global framework.

The DBA in Business requires five Specialization and four Research courses, for a total of 27 credit hours. Following completion of Foundational courses, Specializations, and Research courses must be taken in sequence as described.

	Specialization Course 1
BTM7303	<p>Research Methodology</p> <p>This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data. You will also identify what criteria are needed for a quality research project and whether a research study is aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.</p>
	Specialization Course 2
BTM7103, BTM7103-8	<p>Research Design</p> <p>In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs,</p>

and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

Specialization Course 3

Specialization Course 4

BTM7106, BTM7106-8

[Quantitative Research Design](#)

Prerequisites: BTM7102, BTM7104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

A few months prior to this course, students must consult with their Academic Advisors to consider whether the alternate course on [Qualitative Research Design](#) (BTM7108/BTM7108-8) might better suit their plans for a dissertation.

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

	Specialization Course 5
BTM7109, BTM7109-8	<p>Planning Dissertation Research in Business</p> <p>Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.</p>

Doctoral Comprehensive Examination (DBA) - 3 credit hours

CMP9400B	<p>Doctoral Comprehensive Examination - Business (DBA)</p> <p>Prerequisites:</p> <p>Completion of all graduate coursework required for the Ph.D. or D.B.A. degree.</p> <p>Course Description:</p> <p>In their pursuit of any doctoral degree (Ph.D., D.B.A., or Ed.D.) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an “S” grade prior to beginning any DIS courses. The course is twelve weeks; however, the</p>
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exam portion must be completed within the first 70 days of the course.

****Dissertation Courses - 12 credit hours**

DIS9401B	<p>Doctoral Dissertation Research I</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9402B	<p>Doctoral Dissertation Research II</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the</p>

	<p>preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9403B	<p><u>Doctoral Dissertation Research III</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9404B	<p><u>Doctoral Dissertation Research IV</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the</p>

completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

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

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

Advanced Accounting Specialization

This specialization is designed to provide students with practical application of a broad accounting perspective and technical accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, and business performance. Students will be able to meet the demand for analyzing advanced management and organization of business transactions and statements related to the assets, liabilities, and operating results of a business.

DBA Specialization Courses for ACC – 15 credit hours

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

ACC7000, ACC7000-8

[Advanced Managerial Accounting](#)

This course focuses on formulating, evaluating and interpreting accounting information for managerial decision

	<p>making. Topics covered include product costing, activity-based costing, profit planning, standard costing, flexible budgeting, target costing, cost-volume-profit analysis, cost management, and capital budgeting. Managerial accountants support management and often provide information needed to make business decisions. During this course students will identify, recognize, and develop an understanding of recent developments affecting the field of managerial accounting that have been especially driven by the impact of the globalization of business activities. Managerial accountants can no longer complete tasks the way they have always been done. Businesses need more accurate cost information if they are to compete effectively within the global economy.</p>
ACC7010, ACC7010-8	<p><u>Advanced Accounting and Fraud Examination Techniques</u></p> <p>This course examines the nature of fraud in a business setting. Topics explored include prevention, detection, and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.</p>
ACC7015, ACC7015-8	<p><u>Advanced Forensic Accounting Theory and Practice</u></p>
ACC7020, ACC7020-8	<p><u>Advanced Accounting for Non-Profit Organizations</u></p> <p>This course provides an in-depth review of the accounting principles and practices</p>

	<p>used in not-for-profit organizations, with an emphasis on governmental accounting practices. The course also covers accounting principles and practices specific to hospitals, colleges and universities, health and welfare agencies, and similar organizations. Enabling practitioners to establish logical framework for understanding, analyzing and solving the accounting challenges of non-profit organizations is stressed.</p>
<p>ACC7025, ACC7025-8</p>	<p><u>Advanced Tax Strategies</u></p> <p>This course examines vital aspects of the U.S. federal tax system. It includes coverage of important tax concepts and principles, such as planning and compliance, individual income taxes, partnerships, corporate, estate and gift taxation, and trusts. Coverage of these concepts serves as a foundation for developing effective income tax strategies.</p>
<p>ACC7030, ACC7030-8</p>	<p><u>Advanced Auditing Methods and Practice</u></p> <p>This course examines auditing theory and the application of auditing standards and methods in practice settings. These include auditing and assurance services, audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.</p>
<p>ACC7035, ACC7035-8</p>	<p><u>Advanced Accounting Theory and Policy</u></p> <p>This course focuses on the evaluation and analysis of accounting pronouncements, concepts, and standards as well as their impact on decision making. The scope of this course is much broader than other accounting classes, merging aspects of financial accounting, managerial</p>

	accounting, and auditing into a single theoretical structure that is applicable to any issue in the field of accounting.
ACC7040, ACC7040-8	<p>Advanced International Accounting</p> <p>This course examines international accounting practices, theory, and issues. These include harmonization of financial reporting and auditing, comparative accounting, translation, international taxation, transfer pricing and strategic accounting issues in multinational corporations. Special attention will be given to the adoption of International Financial Reporting Standards.</p>
ACC7045, ACC7045-8	<p>Advanced Cost Accounting</p> <p>This course provides an analysis of strategic cost management and focuses on measuring and managing costs in environments where real world economic decision making takes place based on accounting information. Topics covered include analyzing and managing costs, activity based management, process and cost allocation, planning, decision making, and evaluating performance.</p>

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

Applied Computer Science Specialization

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

DBA Specialization Courses for CS – 15 credit hours

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

CS7005, CS7005-8	<p><u>Complex Database Management Systems</u></p> <p>The database administration field continues to grow exponentially, requiring executives and workers to hold advanced knowledge regarding network architecture and current technologies. The Corporation Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the Information Technology field. This course analyzes network architecture and design, including such topics as WAN, LAN, Wireless, and other leading edge technologies in network architecture from an executive perspective, exploring emerging case study applications of contemporary database software applications. Students will be evaluated on technical research projects, and case studies applied in the business areas using database applications.</p>
CS7006, CS7006-8	<p><u>Advanced Networking Technologies for Technology Leaders</u></p> <p>The Network Administration course focuses on the network administrator. The Network Administrator will concentrate on the overall health of the network, server deployment, security, and ensuring that the network connectivity throughout a company's LAN/WAN infrastructure is on par with technical considerations at the network level of an organization's hierarchy. This course will focus on topics such as computer, network and server security and other technologies in network architecture. Evaluation of peer reviewed journal articles will include case studies, and projects.</p>
CS7009, CS7009-8	<p><u>Advanced Topics in Management</u></p>

	<p><u>Information Systems</u></p> <p>The Information Technology field continues to grow exponentially, requiring students to hold advanced knowledge of information technology and systems. The Management Information Systems discipline needs professionals familiar with where the field has been and where it is going. The purpose of this course is to explore advanced topics including concepts, applications, and future directions of Management Information Systems. Students will be evaluated on research projects and case studies.</p>
CS7010, CS7010-8	<p><u>Advanced Topics in Network Communications</u></p> <p>The Information Technology (IT) field continues to grow exponentially, requiring candidates to hold advanced knowledge regarding contemporary applications of client server Web architecture. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the IT field. This course explores advanced topics in Network Architecture and Technology, including concepts, applications, and future directions regarding the development of networks for business systems. Students will be evaluated on final research projects, and case studies of businesses, performing an analysis against various Network Architecture and Technology topographies to maximize systems performances.</p>
CS7013, CS7013-8	<p><u>Programming Language Fundamentals for Technology Leaders</u></p> <p>In this course, students explore advanced topics in Programming</p>

	<p>Languages and Principles, including concepts, applications, and future directions regarding business systems development. The Information Technology field continues to grow exponentially, requiring executives to hold advanced knowledge regarding contemporary applications of programming languages and principles. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized leadership education in the Information Technology field. In order to assume this role, the CIO must understand the basics of programming and programming language design.</p>
<p>CS7014, CS7014-8</p>	<p><u>Software Engineering Fundamentals for Technology Leaders</u></p> <p>In this course, students will recognize the importance of modeling associated with software development. As more businesses become electronic, the need for experienced software developers increases. Software engineers, system architects, computer programmers, and information technology programmers will benefit from this course by becoming familiar with the processes technology leaders use prior to the design and implementation stage of software development. Students will assume the roles of software engineers to give them the experience and confidence that is necessary to succeed in this field.</p>
<p>CS7015, CS7015-8</p>	<p><u>Distributed Computing Fundamentals for Technology Leaders</u></p> <p>The focus of this course is the development of a professional understanding of the value and uses of Distributed Computing systems, architectures and processes aimed at meeting the business and financial needs of an organization. This course is designed for students who want an</p>

	<p>overview of designing systems that connect with multiple systems. This course provides students with a synthesis regarding the ways in which system architects, analysts, and engineers might develop a system aimed to enhance end-user satisfaction. The course concentrates on the tools needed for the mastery of Distributed Computing concepts and terms, which are important for all managers who communicate with technologists.</p>
<p>MIS7005, MIS7005-8</p>	<p><u>Enterprise Network Architecture</u></p> <p>The purpose of this course is to provide a professional understanding of the value and uses of information systems architectures and processes designed to improve the overall performances of an organization. As such, students will explore an overview of enterprise architecture, computer networks, systems applications, and information systems processes. Topics include: the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. Emphasis is on the tools needed for mastery of enterprise network architecture concepts and terms.</p>

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

Computer and Information Security Specialization

This specialization responds to the demand in business and industry for computer security professionals who are trained in cyber-terrorism, computer forensics and computer security. The specialization focuses on best practices involved in forensic investigations and evidence handling, federal and state privacy, intellectual property, search and seizure process, and cyber-crime laws. Students study current techniques in data preservation, identification, and extraction and perform forensic analysis of systems using popular examination toolkits. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for CIS – 15 credit hours

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

CIS7002, CIS7002-8	<p><u>Organizations Corporate Computer and Network Security</u></p> <p>In this course, students are introduced to critical security concepts that organizational executives need to understand. Students will examine vulnerabilities such as sabotage, financial fraud, electronic attacks, blended attacks, and other malicious activity that must be understood for policy to be developed to minimize these attacks. In addition, students in this course will review countermeasures, such as access controls and biometrics, and finally develop a security plan to protect the organization.</p>
CIS7003, CIS7003-8	<p><u>Cyber Forensics</u></p> <p>In this course, students will be introduced to the field of advanced cyber forensics. Students will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, students will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.</p>
CIS7004, CIS7004-8	<p><u>Foundations of Systems Certification and Accreditation</u></p> <p>This course examines the guidelines for understanding, building and evaluating a successful organizational certification and accreditation program. This course examines several aspects of the certification and accreditation processes which include the necessary phases, system security plans, risk assessment, security procedures, certification testing, and documentation of accreditation decisions. The coordination of security for</p>

	interconnected systems will also be examined to assist in applying best practices in the system certification and accreditation processes.
CIS7005, CIS7005-8	<p><u>Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism</u></p> <p>In this course, students will examine critical infrastructure protection, Information warfare, cyber terrorism, and evolving U.S. policy response to attacks. The primary focus is Cyber terrorism which is an emerging mode of information warfare that exploits civilian and military systems' inherent vulnerabilities. Cyber terrorism's broad reach affects national and global security. This course will focus on the human and technological aspects of cyber terrorism.</p>
CIS7006, CIS7006-8	<p><u>Foundations of Computer Network Auditing</u></p> <p>This course will enable students to analyze the foundations of Information Technology (IT) auditing and control. Students will evaluate the role of IT governance and how it may apply to new and existing systems. This course will help Students to understand application system life cycle risks, analyze auditing of global IT operations, and assess the legal environment and how organizations conduct due care and follow best practices when auditing IT systems.</p>
CIS7007, CIS7007-8	<p><u>Information Security and Outsourcing Computer Systems</u></p> <p>In this course, students evaluate the risks related to information technology(IT) outsourcing, exploring how to recognize, examine, minimize, and manage these risks. The costs and benefits in the areas</p>

of IT today, namely outsourcing and security will be examined. students will be able to successfully analyze the tangible and intangible costs and benefits associated with outsourcing and off shoring IT and Information Security functions, which will in turn assist in making business and technical decisions.

CIS7008, CIS7008-8

[Advanced Risk Management in Information Assurance and Security](#)

Students in this course will review information assurance and security concepts that impact the information technology (IT) industry as whole. The challenges associated with assessing and implementing computer security are a global issue. In this course, an overview of the subject of information technology system security will be presented including the nature of risk and its application to information system security, threats, and vulnerabilities. The student will be required to strive for the highest levels of knowledge in the field of risk management and information assurance.

CIS7009, CIS7009-8

[Information Assurance from Legal and Ethical Issues](#)

This course will review information assurance concepts from both legal and ethical viewpoints and how they impact Information Technology (IT) professionals. Students will carefully examine how IT professionals utilize ethical decision making techniques with regards to IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property, employer and employee relations, and other key ethical issues.

CIS7010, CIS7010-8	<p><u>Disaster Recovery and Contingency Planning for the Security Professional</u></p> <p>The attacks that occurred on September 11, 2001 (9/11) brought organizational disaster recovery strategy into the spotlight. This course provides students with the background knowledge and skills they need to develop effective disaster prevention and recovery capabilities in various organizations. Students will be able to demonstrate an understanding of the principles of disaster recovery planning for physical security consideration, host applications, and network security measures.</p>
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Criminal Justice Specialization

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

DBA Specialization Courses for CJ – 15 credit hours

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

CJ7002, CJ7002-8	<p><u>Delinquency and Criminal Justice</u></p> <p>In past years the Justice Department has reported a significant increase in violence among teenagers and other youths. This increase appears to have contributed to a nationwide crime spike. The Justice Department has highlighted gangs and gun violence as primary factors affecting the rise in crime. This course examines</p>
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	<p>the causes of this increase in juvenile delinquency including social, economic, and cultural factors. Students will explore national strategies to address this issue, their effectiveness and future application.</p>
<p>CJ7004, CJ7004-8</p>	<p><u>Organized Criminal Gangs</u></p> <p>This course provides a comprehensive review of organized crime. Gangs have fostered a culture of violence, perversion and hate. This course will review gang organizational traits, traditions, criminal activities, violence, prison gang structure, the Ku Klux Klan, and other white supremacy groups. An in-depth examination will be conducted into the connection of organized crime in the United States to other nations and world-wide organizations, including organized crime in Russia and Latin America.</p>
<p>CJ7006, CJ7006-8</p>	<p><u>Illegal Maritime Narcotics and Migrant Smuggling</u></p> <p>For centuries the maritime realm has been used by smugglers, fishermen, pirates and others engaged in illegal activity. Despite increased security efforts, maritime threats and vulnerability remain sources of concern for the world's Maritime Transportation System. This course explores the issues of illegal narcotic and migrant smuggling as they relate to the maritime environment.</p>
<p>CJ7009, CJ7009-8</p>	<p><u>Institutional Corrections</u></p>
<p>CJ7010, CJ7010-8</p>	<p><u>Effective Police Tactics, Techniques and Methodologies</u></p> <p>This course will examine police tactics, techniques and methodologies exposing the student to best practices including evidence collection, agency collaboration</p>

	<p>and jurisdictional requirements. The student will develop a keen understanding of the latest techniques and technologies that may be employed in a criminal investigation as well as the research and development techniques used to generate new tactics and methodologies with a primary focus on forensic science.</p>
<p>CJ7011, CJ7011-8</p>	<p><u>Ethics and Criminal Justice</u></p> <p>This course provides a comprehensive review of how ethics and critical thinking play a role in policing and administrative management of law enforcement. the ethical challenges faced by police officers at various levels of command and the systems in place to prevent unethical practices by law enforcement will be explored. Special attention will likewise be given to workplace stress. A review of crime scene investigation, evidence handling, and police officer testimony in court will also be addressed in this course.</p>

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

Financial Management Specialization

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

DBA Specialization Courses for FIN – 15 credit hours

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

FIN7012, FIN7012-8	<p><u>Corporate Finance</u></p> <p>This course examines advanced components of corporate finance, with an emphasis on theories that shape the decision-making process. Students will analyze important interest rate theories and a theoretical model of the relationship between risk and return, as well as the drivers to the valuation of corporate securities. The student will learn about the capital budgeting process and the theories of capital structure. Toward the end of the course, students will shift their focus to short term assets management topics, in order to better assess the importance of managing working capital.</p>
FIN7013, FIN7013-8	<p><u>Investment Portfolio Analysis</u></p> <p>This course examines the advanced components of investments with an emphasis on financial markets 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.</p>
FIN7014, FIN7014-8	<p><u>Managing Financial Institutions</u></p> <p>This course examines the most important advanced components of financial institutions with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student is required to develop some in-depth papers on the primary academic topics within financial institutions. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an</p>

	<p>analysis of the financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate risk and credit risk. Next the course studies derivative securities for financial institutions. The course finishes with a thorough examination of an academic paper and then the development of a presentation on financial institutions.</p>
<p>FIN7015, FIN7015-8</p>	<p><u>Advanced Financial Statement Analysis</u></p> <p>The student will examines the most important advanced components of financial statement analysis with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student will be required to develop some in-depth papers on the primary academic topics within financial statement analysis. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the balance sheet and income statement. It continues with an examination of financial ratios. It provides a careful examination of a common size statement. The course studies the decomposition analysis and the impacts of financial leverage.</p>
<p>FIN7016, FIN7016-8</p>	<p><u>Financial Management for International Business</u></p> <p>In This Doctoral level course students will examine advanced components of international finance. The topic areas of The course include the international monetary system, the balance of payments, the foreign exchange market, the risk exposures to foreign exchange, the use of derivatives to hedge</p>

	<p>exposures to foreign exchange, the global funding of equity and debt, the project assessment of a corporate investment into a foreign country and the working management issues for a multinational company. Overall, students in this course are offered a thorough examination of both practical and academic analyses related to multinational business finance.</p>
<p>FIN7018, FIN7018-8</p>	<p><u>Accounting and Control for Nonprofit Organizations</u></p> <p>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.</p>

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

General Business Specialization

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

Students must complete a minimum of 15 credit hours for the specialization in General Business.

Students may take business courses at the 7000 or 8000 level including up to two courses from other fields (Psychology and/or Education) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses* - 15 credit hours

<p>FIN7012 / FIN7012-8</p>	<p>Advanced Corporate Finance</p> <p>This course examines advanced components of corporate finance, with an emphasis on theories that shape the decision-making process. Students will analyze important interest rate theories and a theoretical model of the relationship between risk and return, as well as the drivers to the valuation of corporate securities. The student will learn about the capital budgeting process and the theories of capital structure. Toward the end of the course, students will shift their focus to short term assets management topics, in order to better assess the importance of managing working capital.</p>
<p>HRM7004 / HRM7004-8</p>	<p>Supervising in the 21st Century</p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>This course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.</p>
<p>IB7012 / IB7012-8</p>	<p>Global Economic Environment</p> <p>In this course, students will explore international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic</p>

	<p>theory and international economic and financial governance institutions. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case problems.</p>
<p>MGT7110 / MGT7110-8</p>	<p><u>Leadership in Organizations</u></p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management or fundamental Psychology courses</p> <p>The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?</p>
<p>MGT8010DBA / MGT8010DBA-8</p>	<p><u>Applied Management Capstone Project</u></p> <p>This course includes a comprehensive research project that creates a unique solution to a theoretical, hypothetical, or applied topic. The project should be suitable for publication or organizational application. Students will demonstrate proficiency in assignments, which will culminate into a final research project. For the student seeking a (DBA), the project will demonstrate the competency of the student and a systematic research methodology that illuminates the work of a scientific researcher. The DBA requires a more applied focus, and the dissertation may replicate original research.</p>

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Health Care Administration Specialization

This specialization develops essential managerial perspectives and skills for managerial expertise for the health care industry. The specialization prepares health care administrators in problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change. Students in this specialization will focus on strategic planning in health care and managed systems, conduct a comparative health care system analysis, and examine strategies as it relates to total quality management in health care. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for HCA – 15 credit hours

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

HCA7012, HCA7012-8	<p><u>Health Care Industry and Financial Management</u></p> <p>This course is an application of financial management techniques for decision making by health care professionals. This course is designed to prepare students for supervisory and management roles. Course objectives are to understand the underlying importance of the capital management cycle, financial credit analysis, budgeting and debt processes, financial management leadership and planning, and best practices in capital allocation, debt vehicles, and effective financial management. Students will focus on developing an enhanced level of understanding of what it takes to lead healthcare organizations through tough financial times. Mastery of course concepts requires a demonstration of critical thinking and communication skills.</p>
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HCA7013, HCA7013-8	<p><u>Legal and Ethical Issues in Health Care Research Management</u></p> <p>This course focuses on research management and ethics within the health care industry. Using cases and examples, the first part of the course focuses on major management and leadership issues and the second part deals with legal and ethically relevant matters. These may include research methods, various publishing and authorship issues, conflicts of interest and misconduct, human subjects, intellectual property, and data manipulation.</p>
HCA7014, HCA7014-8	<p><u>Advanced Concepts and Applications in Health Policy and Management</u></p> <p>This comprehensive course focuses on key principles and practices of health care management, planning, and policy-making. Students will study key principles of the historical development, structure, and operation of the health care delivery system and will explore the way health care is delivered, the role of policy formulation, and health care resource and ethical considerations. Mastery of course concepts requires demonstration of critical thinking and communication.</p>
HCA7015, HCA7015-8	<p><u>Health Care Educational Theory and Application</u></p> <p>In this course, students evaluate the healthcare delivery system and educational theories. This course utilizes the skills in comprehension, analysis, and synthesis to integrate these frameworks in the design and evaluation of health care industry. Mastery of course concepts requires demonstration of critical thinking and communication skills by a combination of research papers,</p>

	<p>self-assessments, quantitative reasoning, interviews, observations, case studies, or other activities.</p>
<p>HCA7019, HCA7019-8</p>	<p><u>Managerial Leadership within Managed Health Care Systems</u></p> <p>This course will provide students with an intensive study of all aspects of managed health care. Students will analyze readings from an authoritative text and develop a comprehensive learning portfolio, which focuses on managerial leadership and successful management practices within contemporary health care related organizations.</p>
<p>HCA7020, HCA7020-8</p>	<p><u>Global Issues in Health Care Policy and Management</u></p> <p>Students will examine the global issues of health care policy and management with particular emphasis on global perspectives. These global perspectives are both comparative and trans-national. Thus, the focus will compare the ethical approaches to health system issues in various countries on informed consent, refusal of treatment, physician-assisted suicide, and reproductive health. Finally, the course will address issues regarding U.S. health professionals and organizations providing services in other countries.</p>
<p>HCA7022, HCA7022-8</p>	<p><u>Health Care Strategic Management</u></p> <p>This course examines the integration of business and functional plans, performance audits, organizational culture, gap analysis, and values clarification. Students will conduct analysis of current and future trends and issues affecting health care are reviewed in the context of visioning, strategic planning, and tactical planning. The student will be assessed on the critical importance of strategic management and</p>

planning within the dynamic, complex, and evolving nature of the health care industry.

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

Homeland Security: Leadership and Policy Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. Students are provided with a rigorous educational opportunity to research and explore advanced concepts and methods, and apply theory and emerging concepts to real world issues through innovative approaches to complex problems. Students choose from a number of courses that cover terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for HS – 15 credit hours

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

<p>HS7000, HS7000-8</p>	<p><u>Homeland Security and Terrorism</u></p> <p>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.</p>
<p>HS7004, HS7004-8</p>	<p><u>Local Emergency Management and Civil Preparedness</u></p> <p>In this course, students will analyze the operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the Incident Command System</p>

	<p>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.</p>
<p>HS7010, HS7010-8</p>	<p><u>Aviation and Ground Transportation Security</u></p> <p>In this course, students will closely examine the aviation, ground, and maritime transportation networks with regard to the security demands now placed on them. The course assignments include the exploration of the actual threat to each industry with regard to the appropriate counterterrorism measures within each component from a domestic and global perspective. Regulatory agencies, both domestic and international will be reviewed in conjunction with international treaties.</p>
<p>HS7013, HS7013-8</p>	<p><u>Intelligence and Law Enforcement</u></p> <p>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 effectively utilize strategic intelligence in the law enforcement and public safety realm.</p>
<p>HS7014, HS7014-8</p>	<p><u>Strategy, Resiliency, and Coping with Fear</u></p>

	<p>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.</p>
<p>HS7020, HS7020-8</p>	<p>Security of the Maritime Transportation System</p> <p>The asymmetric threat posed by maritime terrorism has become an increasing concern to security experts throughout the world. This Doctoral level course explores the world of maritime terrorism. The course provides students an opportunity to analyze a variety of risk issues, key challenges, and both national and international strategies including the International Maritime Organization's International Ship and Port Security (ISPS) Code.</p>

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

Human Resources Management Specialization

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

DBA Specialization Courses for HRM – 15 credit hours

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

<p>HRM7000, HRM7000-8</p>	<p>Human Resources Management</p>
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	<p>This course will focus on the development of the human resource function in organizations. While understanding and management of human behavior within organizations is necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.</p>
<p>HRM7001, HRM7001-8</p>	<p><u>Information Systems within HR</u></p> <p>This course focuses on the identification, development, implementation, and practical use of information systems technology within the human resource function in organizations. While understanding and management of human behavior in organizations is necessary for optimal organizational effectiveness and individual outcomes, proper use and functionality of Human Resource Information Systems (HRIS) are vital in today's organizations.</p>
<p>HRM7002, HRM7002-8</p>	<p><u>Compensation and Benefits</u></p> <p>This course explores the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.</p>
<p>HRM7003, HRM7003-8</p>	<p><u>Labor Relations</u></p> <p>In this course, students will explore all aspects of labor relations from a human resources perspective. This will include the history, structure, politics, processes, and relationships associated with bargaining units (unions). Students will</p>

	<p>examine how unions can change attitudes and behaviors of management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.</p>
<p>HRM7004, HRM7004-8</p>	<p>Supervising in the 21st Century</p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>This course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.</p>
<p>HRM7006, HRM7006-8</p>	<p>Change and Innovation within HRM</p> <p>In this course, students will demonstrate the use of performance benchmarking criteria in the human resource department and for an organization overall. This includes such aspects as establishing metrics, gathering data, analyzing data, and driving change based on this information. Twenty-first century managers must be astutely aware of the focus and direction that the organization and the data are leading them.</p>
<p>HRM7007, HRM7007-8</p>	<p>Cultural Issues</p> <p>This course demonstrates the uniqueness of culture and its impact on all aspects of organizational operations. This includes such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. Twenty-first century managers must be astutely</p>

	aware of how cultural issues impact work and ability to gain competitive advantage.
HRM7008, HRM7008-8	<p>Legal Issues in Human Resources Management</p> <p>This course considers the relationships that are established between employers, employees, and independent contractors based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.</p>

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

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

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

DBA Specialization Courses for IOP – 15 credit hours

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

IOP8400, IOP8400-8	<p>Industrial/Organizational Psychology</p> <p>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</p>
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	<p>group factors and leadership in forming a social context for work will also be addressed.</p>
<p>IOP8404, IOP8404-8</p>	<p>Consulting in Business, Education and Health</p> <p>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.</p>
<p>MGT7006, MGT7006-8</p>	<p>Organizational Behavior</p> <p>Understanding how managers need to develop their interpersonal or people skills if they are going to be effective in their jobs is a critical skill. Through evaluation, comprehension, and synthesis of the concepts and constructs we examine how organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then apply that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. As managers accomplish their work through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work and the perspectives needed to manage individuals from diverse backgrounds.</p>
<p>MGT7022, MGT7022-8</p>	<p>Organizational Development</p> <p>Students in this course will synthesize and assess present theories and research results related to organizational</p>

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.

Select 1 course from the following (3 credit hours):

MGT7110, MGT7110-8

[Leadership in Organizations](#)

*Prerequisites:

Fundamental requirement in General Management or fundamental Psychology courses

The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?

MGT7014, MGT7014-8

[Business and Management Consulting](#)

This course allows those in the consulting field to advance their professional skills and conceptualize business operations. This course defines the concept of consultation, how it is effectively practiced, and the different forms it can take. Models for consulting in organizational settings are presented in a practical manner. Students explore the process and dimensions of management consulting including identification and nature of the client system, definition of the problem(s) in establishing the contract, ethics, tools, and consulting

	practice techniques.
HRM7008, HRM7008-8	<p>Legal Issues in Human Resources Management</p> <p>This course considers the relationships that are established between employers, employees, and independent contractors based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.</p>

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

International Business Specialization

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

DBA Specialization Courses for IB – 15 credit hours

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

IB7002, IB7002-8	<p>International Business Environments</p> <p>This course requires students to examine international business theory and their applications in North America, Asia-Pacific, Europe, Latin-America, the Middle East, and Africa. The emphasis is on developing higher-level thinking skills with an ability to critically evaluate international business environments to explore and compare differences in</p>
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international markets and their effects on conducting business in the particular region. Students are assessed for their independent thinking and theoretical application to resolve complex topical research issues and case problems. Journal articles and current research are used to present course material to guide students are to develop decisions-making skills required for managers working in varied international business environments.

IB7012, IB7012-8

[Global Economic Environment](#)

In this course, students will explore international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic theory and international economic and financial governance institutions. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case problems.

IB7013, IB7013-8

[Global Marketing Environment](#)

In this course, students will examine specific issues of social and cultural environments in the context of global marketing. Global marketing research and product launches are differentiated when entering overseas markets and in conducting marketing operations globally as opposed to “domestic” levels. Attention is focused on complex problem solving techniques through an examination of culture and customer differences in different parts of the world. This course also provides a new learning experience for global marketing professionals that need new methods to develop product designs and implement comprehensive marketing brand and plan strategies throughout the world.

IB7014, IB7014-8	<p><u>Cultural Environment of Global Business</u></p> <p>This course examines the theoretical and practical complexities of operating within international environments. Managing global business expansion, establishing organizational relationships and developing strategies for global operations will also be examined.</p>
IB7016, IB7016-8	<p><u>International Business Strategic Management</u></p> <p>The purpose of this course is to address the strategic management decisions of multinational corporations (MNCs) to enhance success in a global economy. Students will examine decisions-making skills and situations faced by managers of MNCs to meet changes in financial and economic environments. The course examines global strategy, structures, and global strategic management knowledge.</p>
IB7017, IB7017-8	<p><u>International Business Law & Environment</u></p> <p>This course covers the principles, scope and basic mechanism of international law, development and practices. The impacts of international relations and the legal environment on global business will also be examined. The course incorporates major cases of emerging disputes and dispute resolution among nations over such issues as intellectual property rights, labor and trade subsidy policies. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case study problems.</p>

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

Advisor.

Management Specialization

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

DBA Specialization Courses for MGT – 15 credit hours

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

MGT7000, MGT7000-8	Business Organization and Management Students will develop rational and employable management tools for working within an organization by understanding and analyzing various management techniques, concepts of organization, and analytical skills that are useful for effective organizations. Students are provided a comprehensive and multidimensional understanding of decision-making, communication, and budgeting. The course also examines the responsibilities of management practices in the organization to include employee motivation, leadership, and workplace trends.
MGT7002, MGT7002-8	Marketing Management We examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.
MGT7006, MGT7006-8	Advanced Topics in Organizational Behavior Understanding how managers need to

develop their interpersonal or people skills if they are going to be effective in their jobs is a critical skill. Through evaluation, comprehension, and synthesis of the concepts and constructs we examine how organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then apply that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. As managers accomplish their work through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work and the perspectives needed to manage individuals from diverse backgrounds.

MGT7007, MGT7007-8

[Strategic Management](#)

Prerequisites:

Fundamental requirement in General Management

The concepts and constructs that are the foundation of Strategic management are the focus of the course that looks at long-term needs of an organization and the implementation or plans necessary to address those needs. The techniques can be applied to organizations of any size or in any industry and are appropriate to international and non-profit endeavors, as well as ordinary businesses, public and private. The course is designed to help students think strategically and apply that skill to a variety of situations.

MGT7009, MGT7009-8

[International Business](#)

	<p>Understanding the global forces of business and management will allow students to analyze and evaluate the underlying constructs to synthesize the concepts of international business. This course focuses on many aspects of global business, including international trade and investment, environmental and sustainability factors, politics, laws, competitive strategies, and global leadership and management.</p>
<p>MGT7012, MGT7012-8</p>	<p><u>Managerial Accounting for Decision Making</u></p> <p>The constructs of Managerial Accounting emphasizes the uses of accounting data to support the activities of managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.</p>
<p>MGT7013, MGT7013-8</p>	<p><u>Entrepreneurship</u></p> <p>This course will help entrepreneurs and all managers create a mindset and understanding of the driving forces of new business development. This course is built on practical concepts in entrepreneurship and E-entrepreneurship.</p>
<p>MGT7014, MGT7014-8</p>	<p><u>Business and Management Consulting</u></p> <p>This course allows those in the consulting field to advance their professional skills and conceptualize business operations. This course defines the concept of consultation, how it is effectively practiced, and the different forms it can take. Models for consulting in organizational settings are presented in a practical manner. Students explore the process and dimensions of management consulting including identification and</p>

	<p>nature of the client system, definition of the problem(s) in establishing the contract, ethics, tools, and consulting practice techniques.</p>
MGT7016, MGT7016-8	<p><u>Managing Change</u></p> <p>Turbulent and dynamic environments challenge all executives in the management of the organization. This course specifically examines the different aspects of organizational change. It focuses on techniques involved in creating, managing, and sustaining change and responses to different opportunities and challenges of organizational change.</p>
MGT7022, MGT7022-8	<p><u>Organizational Development</u></p> <p>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.</p>
MGT7023, MGT7023-8	<p><u>Crisis Management</u></p> <p>This course explores the difference between crisis and disaster, reviews the purpose of Business Continuity planning, identifies methods of analyzing a business for risk, and out of that assessment, suggests how to prevent, mitigate and resolve a disaster. In order to examine these issues, the student researches scholarly and contemporary publications. The literature contains many examples regarding how businesses experience disruptions, and out of these, the crises lessons that can be learned that predict success as well as identify the roots of failure.</p>
MGT7026, MGT7026-8	<p><u>Effective Managerial Communications</u></p>

	<p>Effective communication is key for success in business and in academia. This course will help students identify methods to successful implementation of communication methods, identification of styles of communication, and organizing processes including critical thinking and use of technology as a primary means of communication. Emphasis is placed on skills and applications required for essential and effective communication through course papers and examples presented within the course.</p>
MGT7027, MGT7027-8	<p>Legal Implications in Management</p> <p>In this course, students will become familiar with legal principles and management, particularly their affects and outcomes in business. Laws and requirements or regulation are constantly changing and students need to be prepared in both academia and business. Through a series of case analyses and assessments, students will traverse numerous aspects of the legal implications managers face today, and how this is different from the past decades.</p>
MGT7029, MGT7029-8	<p>Strategic Leadership</p> <p>Students in this course will explore numerous decision making requirements related to strategy and leadership. Particularly, students will focus on corporate governance, how to be a contemporary leader in a global and technological age, and how to manage succession and turnover. Students will evaluate how one becomes a successful strategic leader and how these attributes are formulated and recognized.</p>
MGT7110, MGT7110-8	<p>Leadership in Organizations</p>

*Prerequisites:

Fundamental requirement in General Management or fundamental Psychology courses

The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?

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

Management of Engineering and Technology Specialization

This specialization focuses on integrating practical technical experience with management theory and practice. Focusing on technical expertise in a management environment, the curriculum provides understanding of the synergism between technology and business practices to improve organizational outcomes through awareness of principles of productivity, quality management, improving productivity through technology, and environmental systems management. Students will complete a final written research project demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for MET – 15 credit hours

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

MET7000, MET7000-8

[Fundamentals of Productivity](#)

To achieve a competitive advantage, organizations attempt to increase productivity, responsiveness, and adaptability. Problems and challenges accompany efforts directed towards achieving the highest level of productivity

and efficiency. In this doctoral-level course, students will examine the productivity considerations of today's organizations including a fluctuating economy, technological advancement, variable work volumes, and increased globalization.

MET7002, MET7002-8

[Applications of Systems Theory](#)

There is little doubt that the 21st century will bring unheralded change to the business world. A system must exhibit certain principles of interrelationships, such as wholeness or hierarchic order, to ensure the collective behaviors result in an efficient final system product. System thinking integrates the individual, team, and various departments into activities associated with organizations, environment, and strategy. The result is a more accurate representation of the organization and its environment. Situational contingencies and context influence the individual's level of actions within the organization and the organization's context influences the individual's actions. This course, designed for Doctoral students, examines the application of systems theory, which focuses on complexity and interdependence.

MET7003, MET7003-8

[Applications of Decision Theory](#)

During the business day, supervisors, leaders, those on the manufacturing line, those drafting blueprints, and everyone else in the business environment are faced with making a decision. Some decisions are common and are made easily while other decisions are political, complex or require vast amounts of data to make the final decision. To make a correct a decision the person needs to follow a methodology to ensure the

	<p>proper facts are considered and hidden traps of decision-making are avoided.</p>
MET7006, MET7006-8	<p><u>Operations Research</u></p> <p>Students in this course will examine the management of operations sequences defined as the management of transformation systems that convert inputs into goods and services. Operations management activities are at the core of all business organizations. Operations management is concerned with the creation of goods and services, which embodies the collection of design knowledge, planning, operation executing, forecasting, assuring quality, scheduling, motivating employees, and the control of systems that convert inputs to outputs.</p>
MET7015, MET7015-8	<p><u>The Impact and Process Optimization of Technology</u></p> <p>This course, designed for doctoral students, permits them to examine how people skills, processes, and machines relate to current technology and through proper process optimization coupled with strategic focus, can provide an organization with a competitive advantage.</p>
MET7020, MET7020-8	<p><u>Strategic Technology Management</u></p> <p>The primary question for a strategic manager of innovation and technology is where to look for opportunities. Since business accepts change as a constant and is likely accepting change at a more rapid rate in the 21st century, one potential opportunity area is customer expectations and demands for the organization's products while looking for the disruptions in the product development process. The product</p>

	<p>development process is a cycle where innovation leads to productivity, productivity leads to intensified competition, and intensified competition leads to innovation. This Doctoral level course examines how technology is the identification, description, and explanation of needs resolved for business and industry applications. It is important to realize is that technology evolves from implementation modifications due to customer feedback. This evolution is a trajectory of needs.</p>
<p>MET7029, MET7029-8</p>	<p><u>Enterprise Project Management</u></p> <p>A strategic plan is an intended course of action created prior to executing said course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people, and by action. Effective communication is critical to the success of leaders of information. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This Doctoral level course examines the three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.</p>

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

Management Information Systems Specialization

This specialization combines and applies the best components of both computer systems and

management disciplines. The specialization focuses on management of LAN/WAN/Database computer information systems to enhance the management decision making process and enterprise business outcomes. Students are prepared for careers in network and systems management. Students complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for MIS – 15 credit hours

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

<p>MIS7000, MIS7000-8</p>	<p><u>Information Technology Management</u></p> <p>This course provides a basic understanding of the value and uses of information systems (IS) for business operations, management decision-making, and strategic advantage with a focus on eBusiness. The course concentrates on providing the tools needed for mastery of the information systems concepts and terms, which are important to end user managers. This course is designed for students who want an overview of information business applications that can be deployed and managed across a broad spectrum. This course, thus, provides a synthesis regarding the ways in which information technology (IT) managers may use various resources to improve business performances to achieve organizational goals.</p>
<p>MIS7002, MIS7002-8</p>	<p><u>Database Administration and Management</u></p> <p>This course will encourage database administration and management personnel such as executives, strategic planners, network and information technology (IT) and system (IS) managers and scientists, data archivists, corporate librarians and information managers, systems integrators, and consultants to enhance their knowledge of the process of data collection,</p>

	<p>conversion, and migration. This course will present to students how data models align with the overall scope of business operations, which include hiring and forming strategic partnerships with knowledge workers.</p>
<p>MIS7003, MIS7003-8</p>	<p><u>Information Technology Decision Support</u></p> <p>This course provides a professional understanding of the value and uses of information systems for business collaborations, management decision-making. This course is designed for students who desire to understand collaboration, decision support systems, and executive information systems from a business perspective. This course provides with a synthesis regarding the ways in which the students can utilize decision support systems to improve corporate competitiveness within the global marketplace. The course concentrates on providing the tools needed for mastery of decision support systems concepts and terms, which are important for all senior executives and stakeholders.</p>
<p>MIS7004, MIS7004-8</p>	<p><u>IT Data Communications Management</u></p> <p>Prerequisites:</p> <p>MIS5004 or equivalent or permission of the Dean of the School of Business and Technology</p> <p>This course presents the technical, economic, social, and management issues involved in building network architectures to deliver reliable, consistent, low cost information transmission services. Those who manage corporate network equipment and facilities will understand the theory behind, and application of, data</p>

	communication principles.
MIS7005, MIS7005-8	<p>Enterprise Network Architecture</p> <p>The purpose of this course is to provide a professional understanding of the value and uses of information systems architectures and processes designed to improve the overall performances of an organization. As such, students will explore an overview of enterprise architecture, computer networks, systems applications, and information systems processes. Topics include: the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. Emphasis is on the tools needed for mastery of enterprise network architecture concepts and terms.</p>

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

Marketing Specialization

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

DBA Specialization Courses for MKT– 15 credit hours

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

MGT7002, MGT7002-8	<p>Marketing Management</p> <p>We examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the</p>
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	marketing mix (4 P's), and the new product cycle.
MKT7000, MKT7000-8	<p><u>Strategic Service Marketing</u></p> <p>This course will prepare students in the understanding of service marketing theory. These concepts provide the foundation necessary to examine the components of formulating service dominant logic. Through investigative research, aspects of theory development are identified and new theories are formulated. The research work developed through this course is suitable for an initial concept paper, research study, or for journal publication in order to further prepare the doctoral student.</p>
MKT7001, MKT7001-8	<p><u>Strategic Sales Force Management</u></p> <p>Students in this course will explore the role of the sales force, which is expanding greatly as a result of economic and competitive pressures and social and cultural changes in markets. Salespeople are often engaged in consultative relationships with their customers. The student will explore strategic sales force management issues, organizing, staffing, and training a sales force, and directing sales force operations. This will include the analysis of motivational issues, sales planning, and evaluating sales performance. In addition, the ethical and legal responsibilities of sales managers will be covered.</p>
MKT7002, MKT7002-8	<p><u>Customer Relationship Management Strategies</u></p> <p>The manner in which a company develops and manages customer relationships has evolved over the past two decades. This Doctoral level course explores strategies to develop and align customer, channel, brand, and relationship strategies to ensure that Customer Relationship Management (CRM) projects are effectively managed.</p>

	<p>Customers' needs, preferences, and behavior are analyzed so that the insight gained can be utilized to design better ways of interacting with customers or market segments. CRM strategies in communications, government, manufacturing, resources, and retail are examined. CRM processes are analyzed to determine the impact on the overall profitability of the company.</p>
<p>MKT7003, MKT7003-8</p>	<p><u>Advertising and Promotion Strategies</u></p> <p>This course focuses on the effective use of integrated marketing communications (IMC) programs and processes. Students will analyze the communications process, evaluate objectives and budgeting for promotional programs, explore creative strategies for planning and developing advertising, measure the effectiveness of promotional programs, and examine regulatory issues and the social, ethical, and economic aspects of advertising and promotion.</p>
<p>MKT7100, MKT7100-8</p>	<p><u>Consumer Behavior Theory and Practice</u></p> <p>Students in this course will explore consumer behavior theory and consumer behavior. Consumer behavior theory examines the applications of creating theoretical constructs incorporating marketing dominant logic, customer lifetime value models, and new analytical methods to develop and design consumer response systems and marketing strategy. Customer loyalty and satisfaction are measures to help assess impacts of various new marketing strategies using techniques and scales to create improved consumer results.</p>
<p>MKT7101, MKT7101-8</p>	<p><u>Brand and Product Management</u></p> <p>This course incorporates product and</p>

	<p>brand strategies into a comprehensive management platform for understanding how to create the best marketing plans using an optimal marketing mix. Brand development focuses on image and equity coupled with product management. Creating new concepts and constructs requires best practices and a balance between plan requirements and brand needs in order to develop optimal marketing results.</p>
<p>MKT7104, MKT7104-8</p>	<p><u>Advanced Ethical and Legal Cases and Applications in Marketing</u></p> <p>Students will examine the ethical and legal aspects associated with marketing products and services in this course. Topics such as contractual agreements, trademarks, advertising, consumer protection, warranties, intellectual property and protection of a product and company are evaluated. A clear understanding of the ethical and legal issues surrounding products and services is critical in order to protect consumers, employees and organizations.</p>
<p>MKT7105, MKT7105-8</p>	<p><u>Qualitative Marketing Research Theory</u></p> <p>T</p> <p>This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies. Using research methods for defining and analyzing marketing characteristics, this course provides students a review of techniques to define and identify best qualitative research measures. These techniques assist in creating rationale for further investigation into marketing strategy decisions.</p>
<p>MKT7106, MKT7106-8</p>	<p><u>Quantitative Marketing Research Methods and Techniques</u></p>

Marketing Research requires using quantitative tools that identify growth opportunities, utilize scarce resources efficiently, determine best segments, optimally position products, and create new products that fit customer demand. New marketing initiatives need economic justification that enable professionals to clearly make strategic decisions offering best choice options for improved performance. The student will use a series of analytical tools to solve various decision problems using a unique software product to pinpoint better decision frameworks.

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

Organizational Leadership Specialization (Interdisciplinary)

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

DBA Specialization Courses for OL – 15 credit hours

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

OL7001, OL7001-8

[Conflict Resolution and Mediation](#)

Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce

successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OL7002, OL7002-8

[Building Organizational Capacity](#)

There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL7003, OL7003-8

[Leadership for Excellence](#)

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL7004, OL7004-8	<p><u>Theory and Practice of Organizational Leadership</u></p> <p>In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.</p>
OL7005, OL7005-8	<p><u>Ethical Leadership</u></p> <p>In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.</p>
OL7007, OL7007-8	<p><u>Leader as Coach</u></p> <p>In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.</p>
OL7008, OL7008-8	<p><u>Executive Leadership in Nonprofit Organizations</u></p> <p>In this course, students will examine the principles and practices of executive</p>

leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.

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

Project Management Specialization

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

DBA Specialization Courses for PM – 15 credit hours

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

MET7029, MET7029-8

[Enterprise Project Management](#)

A strategic plan is an intended course of action created prior to executing said course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people, and by action. Effective communication is critical to the success of leaders of information. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This Doctoral level course examines the three

	<p>strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.</p>
PM7000, PM7000-8	<p>Project Procurement Management</p> <p>Doctoral students will examine strategies and materials necessary for the project team to perform their mission. This final assessment will incorporate contract management and the change control processes required to administer contracts or purchase orders.</p>
PM7004, PM7004-8	<p>Project Risk Management</p> <p>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.</p>
PM7008, PM7008-8	<p>Project Monitoring and Control</p> <p>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.</p>
PM7012, PM7012-8	<p>Multiple Project Management</p> <p>This course provides strategies from industries responsible for management of multiple projects. Students will utilize</p>

	<p>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.</p>
PM7016, PM7016-8	<p><u>Managerial Budgets and Project Management</u></p> <p>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.</p>
PM7020, PM7020-8	<p><u>Developing High Performing Teams in a Project Management Environment</u></p> <p>This course focuses on developing high performing teams to mitigate people problems in the project management environment. Students will be assessed on their ability to research, conceptualize, and mitigate human capital problems and issues.</p>

Public Administration Specialization

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

DBA Specialization Courses for PUB – 15 credit hours

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

HRM7000, HRM7000-8	<p>Human Resources Management</p> <p>This course will focus on the development of the human resource function in organizations. While understanding and management of human behavior within organizations is necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.</p>
PUB7000, PUB7000-8	<p>Public Administration</p> <p>This course provides the student an opportunity to examine major ideas, developments, and figures in the field of American public administration. The course utilizes a historical approach to understanding the contextual influences of thinkers and movements related to public administration. Doctoral students will compare and contrast historical and current trends, and analyze the development of modern public administration and conditions affecting social, political, and applied management theories.</p>
PUB7002, PUB7002-8	<p>Administrative Law</p> <p>This course delves into the key components of administrative law with the principal focus on state and federal laws. Course objectives include the synthesis and evaluation of administrative due process, adjudication, judicial review actions, and the Freedom of Information Act. The nature of the powers vested in administrative agencies, the problems of administrative procedure, and the methods and extent of judicial control over administrative</p>

	<p>action are also examined.</p>
<p>PUB7003, PUB7003-8</p>	<p>Urban Politics</p> <p>Students will examine key issues in urban politics. Students will explore academic and practical resources regarding governance, urban expansion, race, ethnicity, and culture. Students will evaluate the principal questions asked by scholars in this subfield, the methodological approaches employed, and the avenues available for future research.</p>
<p>PUB7004, PUB7004-8</p>	<p>Urban and Regional Planning</p> <p>Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>This is a course in urban planning with an integrated overview of the theory, processes, and practices of modern strategic planning in the public and nonprofit sectors. Students will explore Contemporary strategies, techniques, and tactics with a focus on the application of theory and public orientation of policy formulation process at the local level of government. This course is designed to provide a conceptual framework and conceptual skills that will help students understand the role of public officials and the impact of public opinion within the broader scope of institutional planning and decision-making.</p>
<p>PUB7005, PUB7005-8</p>	<p>Public Budgeting and Finance</p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>Budgets and financial resources are integral components of most</p>

	<p>management decisions, especially within governmental entities. This doctoral level course will examine budget formulation, implementation and execution systems, including local government financial statements; use of modern financial management technology, analysis and recommendation of improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.</p>
<p>PUB7012, PUB7012-8</p>	<p><u>Technology in Public Administration</u></p>
<p>PUB7014, PUB7014-8</p>	<p><u>The U.S. Federal Government</u></p> <p>In this course, students will explore the organization, function, operation, and politics of the United States Federal government. Students will examine the foundations and historical events of federalism by assessing each of the three major branches of the federal system. Students will examine the issues of liberty and civil rights as they relate to the political process. Finally, students will evaluate the role of campaigns, media, and interest groups which impact the government.</p>

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

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 Business program, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six courses with a grade of "B" or better in order to receive the certificate.

Basis of Admission

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

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Regarding transfer of Credit hours into Post-Master's Certificate:

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

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program.

- Coursework completed within a Post-Master's Certificate program, where a grade of (B) or better was earned, 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.

Completion Period for Post-Master's Certificate

Normal 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can

expect to finish in as little as 9 months.

Northcentral University allows 2 years to complete all Post-Master's Certificates.

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

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

EXAMPLE: Student obtains a Post-Master's Certificate through the School of Business, but wants to obtain a doctorate through the School of Psychology.

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

Post-Master's Certificates Offered by the School of Business

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

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

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

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

Course Length

As of August 1st, 2011, all new students enrolling in the Business Post-Master's Certificate program are automatically enrolled in courses that are eight weeks in length. Students whose Post-

Master's Certificate program was in progress as of August 1st, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing Post-Master's Certificate students may opt to switch to eight-week courses by contacting their Academic Advisor. Once an existing Post-Master's Certificate student has opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

Post-Master's Certificate specialization courses are listed on the following pages.

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. Courses may serve as preparation for the Uniform CPA examination.

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

18 credit hours

ACC7010, ACC7010-8	<p>Advanced Accounting and Fraud Examination Techniques</p> <p>This course examines the nature of fraud in a business setting. Topics explored include prevention, detection, and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.</p>
ACC7020, ACC7020-8	<p>Advanced Accounting for Non-Profit Organizations</p> <p>This course provides an in-depth review of the accounting principles and practices used in not-for-profit organizations, with an emphasis on governmental accounting practices. The course also covers accounting principles and practices specific to hospitals, colleges and universities, health and welfare</p>

	<p>agencies, and similar organizations. Enabling practitioners to establish logical framework for understanding, analyzing and solving the accounting challenges of non-profit organizations is stressed.</p>
ACC7025, ACC7025-8	<p><u>Advanced Tax Strategies</u></p> <p>This course examines vital aspects of the U.S. federal tax system. It includes coverage of important tax concepts and principles, such as planning and compliance, individual income taxes, partnerships, corporate, estate and gift taxation, and trusts. Coverage of these concepts serves as a foundation for developing effective income tax strategies.</p>
ACC7030, ACC7030-8	<p><u>Advanced Auditing Methods and Practice</u></p> <p>This course examines auditing theory and the application of auditing standards and methods in practice settings. These include auditing and assurance services, audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.</p>
ACC7040, ACC7040-8	<p><u>Advanced International Accounting</u></p> <p>This course examines international accounting practices, theory, and issues. These include harmonization of financial reporting and auditing, comparative accounting, translation, international taxation, transfer pricing and strategic accounting issues in multinational corporations. Special attention will be given to the adoption of International Financial Reporting Standards.</p>
ACC8010, ACC8010CAGS-8	<p><u>Advanced Accounting Capstone Project</u></p> <p>The student will create a comprehensive research project that seeks to create a</p>

unique solution to a stated real or hypothetical defined topic approved by the instructor. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments which will culminate into a final research project.

Post-Master's Certificate - Criminal Justice

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

18 credit hours

CJ7002, CJ7002-8	<p>Delinquency and Criminal Justice</p> <p>In past years the Justice Department has reported a significant increase in violence among teenagers and other youths. This increase appears to have contributed to a nationwide crime spike. The Justice Department has highlighted gangs and gun violence as primary factors affecting the rise in crime. This course examines the causes of this increase in juvenile delinquency including social, economic, and cultural factors. Students will explore national strategies to address this issue, their effectiveness and future application.</p>
CJ7004, CJ7004-8	<p>Organized Criminal Gangs</p> <p>This course provides a comprehensive review of organized crime. Gangs have fostered a culture of violence, perversion and hate. This course will review gang organizational traits, traditions, criminal activities, violence, prison gang structure, the Ku Klux Klan, and other white supremacy groups. An in-depth examination will be conducted into the</p>

	<p>connection of organized crime in the United States to other nations and worldwide organizations, including organized crime in Russia and Latin America.</p>
<p>CJ7009, CJ7009-8</p>	<p><u>Institutional Corrections</u></p> <p>This course provides the student with a solid theoretical structure that underlies empirical analysis. The objective of the course is to provide the student with the skill set to interpret, analyze, synthesize and compare professional published research. Research design, measurement selection, data collection, determination of causality, data and results interpretation, and ethics will be contributed to the understanding, interpreting, and critical evaluation of research studies and findings in criminal justice.</p>
<p>CJ7010, CJ7010-8</p>	<p><u>Effective Police Tactics, Techniques and Methodologies</u></p> <p>This course will examine police tactics, techniques and methodologies exposing the student to best practices including evidence collection, agency collaboration and jurisdictional requirements. The student will develop a keen understanding of the latest techniques and technologies that may be employed in a criminal investigation as well as the research and development techniques used to generate new tactics and methodologies with a primary focus on forensic science.</p>
<p>CJ7011, CJ7011-8</p>	<p><u>Ethics and Criminal Justice</u></p> <p>This course provides a comprehensive review of how ethics and critical thinking play a role in policing and administrative management of law enforcement. the ethical challenges faced by police officers at various levels of command and the systems in place to prevent unethical</p>

	<p>practices by law enforcement will be explored. Special attention will likewise be given to workplace stress. A review of crime scene investigation, evidence handling, and police officer testimony in court will also be addressed in this course.</p>
<p>CJ8010, CJ8010CAGS-8</p>	<p>Criminal Justice Capstone Project</p> <p>The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the instructor. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments which will culminate into a final research project.</p>

Post-Master's Certificate - Financial Management

This Post-Master's Certificate specialization explores the analysis of relevant financial and non-financial organizations. Topics covered include investment management, management of financial institutions, assessment of financial statements, and international financial issues. Administrators, managers and accountants who want to develop financial management skills will benefit from this Post-Master's Certificate. 18 credit hours

<p>FIN7012, FIN7012-8</p>	<p>Advanced Corporate Finance</p> <p>This course examines advanced components of corporate finance, with an emphasis on theories that shape the decision-making process. Students will analyze important interest rate theories and a theoretical model of the relationship between risk and return, as well as the drivers to the valuation of corporate securities. The student will learn about the capital budgeting process and the theories of capital structure. Toward the end of the course, students will shift their focus to short term assets management topics, in order to better assess the importance of</p>
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	managing working capital.
FIN7013, FIN7013-8	<p>Investment Portfolio Analysis</p> <p>This course examines the advanced components of investments with an emphasis on financial markets 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.</p>
FIN7014, FIN7014-8	<p>Managing Financial Institutions</p> <p>This course examines the most important advanced components of financial institutions with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student is required to develop some in-depth papers on the primary academic topics within financial institutions. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate risk and credit risk. Next the course studies derivative securities for financial institutions. The course finishes with a thorough examination of an academic paper and then the development of a presentation on financial institutions.</p>
FIN7015, FIN7015-8	<p>Advanced Financial Statement Analysis</p> <p>The student will examines the most important advanced components of financial statement analysis with an</p>

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.

FIN7016, FIN7016-8

[Financial Management for International Business](#)

In This Doctoral level course students will examine advanced components of international finance. The topic areas of The course include the international monetary system, the balance of payments, the foreign exchange market, the risk exposures to foreign exchange, the use of derivatives to hedge exposures to foreign exchange, the global funding of equity and debt, the project assessment of a corporate investment into a foreign country and the working management issues for a multinational company. Overall, students in this course are offered a thorough examination of both practical and academic analyses related to multinational business finance.

FIN8010,
FIN8010CAGS-8

[Financial Management Capstone Project](#)

The student will develop a

comprehensive research project that seeks to create a unique solution to a stated, real, or hypothetical defined topic approved by the course instructor. Within the area of financial management, this research project could be a capital investment where the objective is to replace existing machinery with more efficient equipment, or it could be expansionary in nature with the objective being to add a plant and equipment for growth. The topics could also touch on such issues as alternative financing between debt and equity, alternative financing between short term debt, inventory management, accounts receivable management, compensation structures, corporate governance, and alternatives for creation of equity valuation.

Post-Master's Certificate - General Business

The General Business Post-Master's Certificate program allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the Post-Master's Certificate in General Business. Students must take at least four doctoral level business content courses and may take up to two courses from the Post-Master's Certificate offered in other fields (Psychology and/or Education) to fulfill their General Business certificate requirements.

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

Recommended Certificate Courses* - 18 credit hours

FIN7012 / FIN7012-8

[Advanced Corporate Finance](#)

This course examines advanced components of corporate finance, with an emphasis on theories that shape the decision-making process. Students will analyze important interest rate theories and a theoretical model of the relationship between risk and return, as well as the drivers to the valuation of

	<p>corporate securities. The student will learn about the capital budgeting process and the theories of capital structure. Toward the end of the course, students will shift their focus to short term assets management topics, in order to better assess the importance of managing working capital.</p>
<p>HRM7004 / HRM7004-8</p>	<p><u>Supervising in the 21st Century</u></p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>This course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.</p>
<p>IB7012 / IB7012-8</p>	<p><u>Global Economic Environment</u></p> <p>In this course, students will explore international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic theory and international economic and financial governance institutions. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case problems.</p>
<p>MGT7110 / MGT7110-8</p>	<p><u>Leadership in Organizations</u></p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management or fundamental Psychology courses</p> <p>The course will help the student in their</p>

	<p>understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?</p>
<p>MGT8010DBA / MGT8010DBA-8</p>	<p>Applied Management Capstone Project</p> <p>This course includes a comprehensive research project that creates a unique solution to a theoretical, hypothetical, or applied topic. The project should be suitable for publication or organizational application. Students will demonstrate proficiency in assignments, which will culminate into a final research project. For the student seeking a (DBA), the project will demonstrate the competency of the student and a systematic research methodology that illuminates the work of a scientific researcher. The DBA requires a more applied focus, and the dissertation may replicate original research.</p>

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Business certificate courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Post-Master's Certificate - Health Care Administration

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

18 credit hours

HCA7012, HCA7012-8	<p><u>Health Care Industry and Financial Management</u></p> <p>This course is an application of financial management techniques for decision making by health care professionals. This course is designed to prepare students for supervisory and management roles. Course objectives are to understand the underlying importance of the capital management cycle, financial credit analysis, budgeting and debt processes, financial management leadership and planning, and best practices in capital allocation, debt vehicles, and effective financial management. Students will focus on developing an enhanced level of understanding of what it takes to lead healthcare organizations through tough financial times. Mastery of course concepts requires a demonstration of critical thinking and communication skills.</p>
HCA7013, HCA7013-8	<p><u>Legal and Ethical Issues in Health Care Research Management</u></p> <p>This course focuses on research management and ethics within the health care industry. Using cases and examples, the first part of the course focuses on major management and leadership issues and the second part deals with legal and ethically relevant matters. These may include research methods, various publishing and authorship issues, conflicts of interest and misconduct, human subjects, intellectual property, and data manipulation.</p>
HCA7014, HCA7014-8	<p><u>Advanced Concepts and Applications in Health Policy and Management</u></p> <p>This comprehensive course focuses on</p>

	<p>key principles and practices of health care management, planning, and policy-making. Students will study key principles of the historical development, structure, and operation of the health care delivery system and will explore the way health care is delivered, the role of policy formulation, and health care resource and ethical considerations. Mastery of course concepts requires demonstration of critical thinking and communication.</p>
<p>HCA7015, HCA7015-8</p>	<p><u>Health Care Educational Theory and Application</u></p> <p>In this course, students evaluate the healthcare delivery system and educational theories. This course utilizes the skills in comprehension, analysis, and synthesis to integrate these frameworks in the design and evaluation of health care industry. Mastery of course concepts requires demonstration of critical thinking and communication skills by a combination of research papers, self-assessments, quantitative reasoning, interviews, observations, case studies, or other activities.</p>
<p>HCA7020, HCA7020-8</p>	<p><u>Global Issues in Health Care Policy and Management</u></p> <p>Students will examine the global issues of health care policy and management with particular emphasis on global perspectives. These global perspectives are both comparative and trans-national. Thus, the focus will compare the ethical approaches to health system issues in various countries on informed consent, refusal of treatment, physician-assisted suicide, and reproductive health. Finally, the course will address issues regarding U.S. health professionals and organizations providing services in other countries.</p>

HCA8010, HCA8010CAGS-8	<p>Leadership and Policy</p> <p>Students will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic in health care administration and approved by faculty. Research scope and definitions must be declared before the specific approved project can commence. Students begin with the identification of a problem and progress to research proposed solutions. Important factors such as feasibility, ethics, legal issues and cost are also considered. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final implementation plan.</p>
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Post-Master's Certificate - Homeland Security - Leadership and Policy

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for positions of executive leadership in the general field of homeland security. Curriculum covers terrorism, strategy, intelligence, emergency management and critical infrastructure security issues. The program also provides senior-level homeland security professionals the opportunity to apply theory and emerging concepts to real world issues through innovative approaches to complex problems.

18 credit hours

HS7000, HS7000-8	<p>Homeland Security and Terrorism</p> <p>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.</p>
HS7004, HS7004-8	<p>Local Emergency Management and Civil Preparedness</p> <p>In this course, students will analyze the</p>

	<p>operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the Incident Command System functions and use it to plan the use of emergency response organizations. Students will explain and assess local community capabilities to maintain the safety of their populations and the processes through which local emergency response agencies can request assistance.</p>
<p>HS7010, HS7010-8</p>	<p><u>Aviation and Ground Transportation</u></p> <p>In this course, students will closely examine the aviation, ground, and maritime transportation networks with regard to the security demands now placed on them. The course assignments include the exploration of the actual threat to each industry with regard to the appropriate counterterrorism measures within each component from a domestic and global perspective. Regulatory agencies, both domestic and international will be reviewed in conjunction with international treaties.</p>
<p>HS7014, HS7014-8</p>	<p><u>Strategy, Resiliency, and Coping with Fear</u></p>
<p>HS7020, HS7020-8</p>	<p><u>Security of Maritime Transportation System</u></p> <p>The asymmetric threat posed by maritime terrorism has become an increasing concern to security experts throughout the world. This Doctoral level course explores the world of maritime terrorism. The course provides students an opportunity to analyze a variety of risk</p>

	<p>issues, key challenges, and both national and international strategies including the International Maritime Organization's International Ship and Port Security (ISPS) Code.</p>
<p>HS8010, HS8010CAGS-8</p>	<p>Homeland Security Leadership and Policy</p> <p>The student will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.</p>

Post-Master's Certificate - Management of Engineering and Technology

This specialization will benefit engineers and scientists moving toward technical management and leadership in engineering and technology fields. This Post-Master's Certificate focuses on principles of productivity, quality management, improving productivity through technology, and environmental systems management, integrating practical technical experience with management theory and practice. The final specialization project will assess competencies learned within the previous specialization course.

18 credit hours

<p>MET7000, MET7000-8</p>	<p>Fundamentals of Productivity</p> <p>To achieve a competitive advantage, organizations attempt to increase productivity, responsiveness, and adaptability. Problems and challenges accompany efforts directed towards achieving the highest level of productivity and efficiency. In this doctoral-level course, students will examine the productivity considerations of today's organizations including a fluctuating economy, technological advancement, variable work volumes, and increased globalization.</p>
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<p>MET7015, MET7015-8</p>	<p><u>The Impact and Process Optimization of Technology</u></p> <p>This course, designed for doctoral students, permits them to examine how people skills, processes, and machines relate to current technology and through proper process optimization coupled with strategic focus, can provide an organization with a competitive advantage.</p>
<p>MET7002, MET7002-8</p>	<p><u>Applications of Systems Theory</u></p> <p>There is little doubt that the 21st century will bring unheralded change to the business world. A system must exhibit certain principles of interrelationships, such as wholeness or hierarchic order, to ensure the collective behaviors result in an efficient final system product. System thinking integrates the individual, team, and various departments into activities associated with organizations, environment, and strategy. The result is a more accurate representation of the organization and its environment. Situational contingencies and context influence the individual's level of actions within the organization and the organization's context influences the individual's actions. This course, designed for Doctoral students, examines the application of systems theory, which focuses on complexity and interdependence.</p> <p>There is little doubt that the 21st century will bring unheralded change to the business world. A system must exhibit certain principles of interrelationships, such as wholeness or hierarchic order, to ensure the collective behaviors result in an efficient final system product. System thinking integrates the individual, team, and various departments into activities associated with organizations, environment, and strategy. The result is a</p>

	<p>more accurate representation of the organization and its environment. Situational contingencies and context influence the individual's level of actions within the organization and the organization's context influences the individual's actions. This course, designed for Doctoral students, examines the application of systems theory, which focuses on complexity and interdependence.</p>
<p>MET7020, MET7020-8</p>	<p>Strategic Technology Management</p> <p>The primary question for a strategic manager of innovation and technology is where to look for opportunities. Since business accepts change as a constant and is likely accepting change at a more rapid rate in the 21st century, one potential opportunity area is customer expectations and demands for the organization's products while looking for the disruptions in the product development process. The product development process is a cycle where innovation leads to productivity, productivity leads to intensified competition, and intensified competition leads to innovation. This Doctoral level course examines how technology is the identification, description, and explanation of needs resolved for business and industry applications. It is important to realize is that technology evolves from implementation modifications due to customer feedback. This evolution is a trajectory of needs.</p>
<p>MET7029, MET7029-8</p>	<p>Enterprise Project Management</p> <p>A strategic plan is an intended course of action created prior to executing said course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people,</p>

	<p>and by action. Effective communication is critical to the success of leaders of information. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This Doctoral level course examines the three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.</p>
<p>MET8010, MET8010CAGS-8</p>	<p><u>Management of Engineering and Technology Capstone Project</u></p> <p>The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.</p>

Post-Master's Certificate - Project Management

Administrative and management professionals who want to become proficient in project management will benefit from this specialization. This specialization focuses on applying principles, concepts, tools and techniques to improve project performance and organizational effectiveness. Curriculum provides training in planning, project control, effectively working with teams to improve performance, providing leadership, and delivering projects on time and on budget.

18 credit hours

<p>PM7000, PM7000-8</p>	<p><u>Project Procurement Management</u></p> <p>Doctoral students will examine strategies and materials necessary for the project team to perform their</p>
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	<p>mission. This final assessment will incorporate contract management and the change control processes required to administer contracts or purchase orders.</p>
PM7004, PM7004-8	<p>Project Risk Management</p> <p>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.</p>
PM7008, PM7008-8	<p>Project Monitoring and Control</p> <p>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.</p>
PM7012, PM7012-8	<p>Multiple Project Management</p> <p>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.</p>
PM7016, PM7016-8	<p>Managerial Budgets and Project Management</p>

	<p>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.</p>
<p>PM8010, PM8010CAGS-8</p>	<p>Project Management Capstone Project</p> <p>The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate in a final research project.</p>

Post-Master's Certificate - Public Administration

This specialization focuses on strategies needed to meet the challenges in government management at the local, state and federal levels. Curriculum includes post-graduate studies in public/government relations, public/urban politics and planning, and public health administration. Practicing public administrators as well as those seeking entry into public administration and related fields will benefit from this Post-Master's Certificate.

18 credit hours

<p>PUB7000, PUB7000-8</p>	<p>Public Administration</p> <p>This course provides the student an opportunity to examine major ideas, developments, and figures in the field of American public administration. The course utilizes a historical approach to understanding the contextual influences of thinkers and movements related to public administration. Doctoral students will compare and contrast historical and current trends,</p>
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	<p>and analyze the development of modern public administration and conditions affecting social, political, and applied management theories.</p>
<p>PUB7002, PUB7002-8</p>	<p>Administrative Law</p> <p>This course delves into the key components of administrative law with the principal focus on state and federal laws. Course objectives include the synthesis and evaluation of administrative due process, adjudication, judicial review actions, and the Freedom of Information Act. The nature of the powers vested in administrative agencies, the problems of administrative procedure, and the methods and extent of judicial control over administrative action are also examined.</p>
<p>PUB7005, PUB7005-8</p>	<p>Public Budgeting and Finance</p> <p>*Prerequisites:</p> <p>Fundamental requirement in General Management</p> <p>Budgets and financial resources are integral components of most management decisions, especially within governmental entities. This doctoral level course will examine budget formulation, implementation and execution systems, including local government financial statements; use of modern financial management technology, analysis and recommendation of improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate</p>

	<p>both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.</p>
<p>PUB7012, PUB7012-8</p>	<p><u>Technology in Public Administration</u></p> <p>This course explores the impact of information technology on public administration. The role of technology and the Internet in improving government operations and service delivery are the focus of the course. Students will analyze and examine key benefits, including access to government information and transactions, citizen participation, homeland and national security missions, inter and intra-agency communications, and intergovernmental communications. Students will also examine technology compliance issues regarding federal and international laws.</p>
<p>PUB7014, PUB7014-8</p>	<p><u>The U.S. Federal Government</u></p> <p>In this course, students will explore the organization, function, operation, and politics of the United States Federal government. Students will examine the foundations and historical events of federalism by assessing each of the three major branches of the federal system. Students will examine the issues of liberty and civil rights as they relate to the political process. Finally, students will evaluate the role of campaigns, media, and interest groups which impact the government.</p>
<p>PUB8010, PUB8010CAGS-8</p>	<p><u>Public Administration Capstone Project</u></p> <p>The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member.</p>

Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

Northcentral University's online BBA, MBA, Doctorate degree and Certificate programs are accredited by the *Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools* and by the *Accreditation Council of Business Schools and Programs (ACBSP)*.

Mission Statement

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

Vision Statement

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

School of Business and Technology Management Pillars

These three pillars support all Business and Technology Management degree programs and courses:

- Effective Leadership - knowledge, skill sets, and competencies
- Reflective Practitioner - critical thinking, analysis, and evaluation
- Effective Communication Skills - oral, written, computer, and interpersonal

School of Business and Technology Management Objectives

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

administration courses are taught and how careers are developing

- Implement programs to improve brand recognition
- Promote innovative learning methods to provide students with the critical skills and knowledge needed to compete and serve within a diverse global public community

The PhD Program is suitable for students who want to combine a strong base of theoretical knowledge with an individualized focus to conduct research in and about PK-12, postsecondary and adult learning environments.

The PhD in Education is found in many different roles in academia, industry and not-for-profit organizations, including educational consultant, academic researcher, policy maker, educational theorist, and faculty member or administrator in a higher education or organizational setting.

Students pursuing the PhD in Education have the opportunity to customize and focus their program through their coursework, doctoral research courses and the doctoral dissertation. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field □□□ *the Ph.D. dissertation is a new contribution to the body of knowledge* .

PhD Program Goals

- Engage in academic research, scholarship, and systematic inquiry within the field of education.
- Develop communication skills and competencies (oral, written, computer literacy, interpersonal) to support professional practice within a global environment.
- Generate new knowledge or the reformulation of existing knowledge as a basis for the development of educational theory through applied research.
- Create intellectually stimulating, professionally relevant research that supports decision making and problem solving around the key issues facing education.

The PhD Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. Northcentral University provides a detailed Dissertation Handbook that explains the process and Northcentral University's dissertation support structure.

The PhD doctoral research courses, the PhD comprehensive course and the PhD dissertation courses are specifically designed as a guide through the process in an orderly and meaningful fashion and lead to the oral defense.

The dissertation is the capstone academic achievement of the PhD. The PhD dissertation is a scholarly documentation of the research. To earn the PhD the student must demonstrate the ability, motivation, and commitment and Northcentral University will provide the faculty, the academic support and process to assist with the attainment of high academic goals.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR8101 – Applied Statistics and EDR8102, Advanced Statistical Methods as part of their program of study. There is also an oral defense.

General Degree Requirements

The PhD Program may be completed in 60 semester credit hours. However, up to an additional 15 credit hours will be allowed as needed to complete the dissertation research. If the program is not completed in 75 credit hours, the student will be dismissed from the program.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less.

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

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

Normal time to completion for this program is 72 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Length

As of August 1st, 2011, all new students enrolling in the Education PhD program are automatically enrolled in courses that are eight weeks in length. Students whose PhD program was in progress as of August 1st, 2011 will continue to be enrolled in courses that are twelve weeks in length.

These existing PhD students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing PhD students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

PhD Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

PhD students are required to demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

Foundational Competencies for PhD Program

Graduate Level Statistics Competency - PhD students are required to complete a Statistics in Education Research Course, EDU8003, and also EDU8006, Advanced Educational Statistics.

Competency in Research Writing Skills - PhD students are required to show competency in writing skills for research purposes through their Northcentral University graduate coursework before being assigned to any dissertation courses. Students will be required to take EDU8001, Advanced Scholarly Writing, to improve APA formatting skills and to address advanced writing and research skills.

Computer Competency - PhD students are required to use appropriate computer skills that are necessary in writing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents, etc.). In addition, students need to use computer programs for the statistical analysis and presentation of data (e.g., Excel, SPSS). The oral defense normally requires a computer-based presentation by the candidate (e.g., a Power Point presentation).

Doctoral Dissertation Process

Faculty guide each Northcentral University Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

PhD Doctoral Course Sequence

Credit Hours - The PhD program may be completed with a minimum of 60 credits. Up to an additional 15 credit hours will be allowed as needed to complete dissertation research. Students who do not complete their program in 75 credit hours will be dismissed.

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

The PhD in Education requires the following courses for every specialization:

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

Required Foundational Courses must be taken first and in sequence.

PhD Required Basic Foundation Courses – 6 credit hours

EDU8000-8	<p>Foundations for Doctoral Study in Education (This course will be taken as the first course)</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
EDU8001-8	<p>Advanced Scholarly Writing</p> <p>The purpose of this course is to build advanced skills identifying and obtaining high quality sources through online library searches. In addition, the course addresses advanced writing and APA formatting skills, and it prepares students</p>

to be critically reflective consumers of research reports.

The PhD in Education requires two Foundation courses, six Specialization courses, six Research courses, and two Statistics courses for a total of 45 credit hours.

	Specialization Course 1
EDR8100	<p>Scholarly Literature Review</p> <p>This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to conduct effective literature searches 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 conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in education and identify potential areas of inquiry for their dissertation.</p>
EDR8103	<p>Research Methods</p> <p>This introductory research methods course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. Students will continue to build upon skills from prior courses as they critically analyze the existing research literature, but now with a focus on the research methods utilized. In addition, students will investigate the theoretical and practical foundations of the primary research methodologies used in educational research, specifically qualitative, quantitative, and mixed methods research. Topics will include the ethics of research, data collection and analysis techniques, and issues of reliability,</p>

validity, trustworthiness and rigor. Emphasis will be placed on identifying criteria for a quality research project and whether a research study is aligned and cohesive. Students will have the opportunity explore topics of interest from different research perspectives (e.g. quantitative, qualitative) with the goal of helping students begin to clarify their future research course plan.

Specialization Course 2

EDR8101

[Statistics I](#)

In this course, students will learn how to use statistical analyses in research. Foundational topics covered include frequency distributions, z-scores, probabilities, hypothesis testing, confidence intervals, exploratory data analysis, power analyses, t-tests, correlations, bivariate regression, analyses of variance, and the chi-square test. Although students will complete many computations by hand, they will also use statistical software to analyze data. Students will build their independent scholarly skills by enhancing their scientific and statistical literacy. Therefore, the emphasis will be on understanding the data; comprehending statistical concepts; analyzing, interpreting, and critically evaluating statistical information; and communicating statistical information and knowledge.

Specialization Course 3

EDR8102

[Statistics II](#)

In this course, you will build upon your statistical skills developed in the Statistics I course. You will be provided with an overview of how researchers use

advanced statistical analyses in research, including multiple regression, factorial analysis of variance, moderation, mediation, analysis of covariance, multivariate analysis of variance, and analysis of repeated measures. Although you will complete some computations by hand, the majority of statistical analysis will be performed using SPSS. Similar to the Statistics I course, the focus involves helping you build your independent scholarly skills with an emphasis on understanding the data; comprehending and evaluating more sophisticated statistical concepts; and communicating this sophisticated statistical information.

EDR8104

[Introduction to Measurement](#)

This course provides the fundamentals of qualitative and quantitative measurement and serves as a primary overview of basic concepts and methods of measurement as applied to practical problems in education. This course also serves as an introduction to the Advanced Quantitative Design and Measurement and Advanced Qualitative Design and Measurement courses. Topics and concepts discussed in this course include the history and levels of measurement, reliability and validity, the trustworthiness of qualitative research, norms and percentiles, item and instrument construction, interview and questionnaire guides, and bias and ethics associated with tests and data collection. In addition to introducing the basics of measurement, this course is meant to improve independent scholarly skills through the engagement of scientific literacy as it pertains to the student's primary area of focus and appropriate research design methodology.

	Specialization Course 4
	Specialization Course 5
EDR8105 or EDR8106	<p data-bbox="475 385 951 452"><u>Advanced Qualitative Design and Measurement</u></p> <p data-bbox="475 456 1061 1384">This course is designed to provide students with a focused examination of the research methods used in qualitative inquiry, with particular emphasis on the issue of problem alignment and suitability of the research question for qualitative design. This course will cover the theories and philosophies behind qualitative research, the elements that characterize a qualitative study, techniques used to improve the trustworthiness of the study, the role of the researcher and participant in qualitative research, and the various methods used to frame a qualitative study. A number of qualitative methodologies and data collection and analysis methods will be discussed. Students will develop a <i>mock</i> qualitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.</p> <p data-bbox="475 1496 975 1563"><u>Advanced Quantitative Design and Measurement</u></p> <p data-bbox="475 1568 1061 1953">This course provides in-depth knowledge of quantitative research design. The goal of this course is to ensure that students have a firm understanding of the unique and critical elements that provide a framework for a study and give it direction, with particular emphasis on problem alignment and suitability of the research question for quantitative design. This course approaches the topic of quantitative research design from both</p>

theoretical and practical perspectives, and encourages students to become competent creators and consumers of quantitative research by exploring how quantitative information is generated, summarized, evaluated, and represented. Test theories, reliability and validity, critical issues in measurement, and factor analysis will be covered in some detail. The course focuses on the uses of different tests in a variety of settings. Students will develop a *mock* quantitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.

Specialization Course 6

EDR8109
or
EDR8110
or
EDR8111
or
EDR8112

[Mixed Methods Research](#)

This course is designed to provide students with the foundational knowledge to critically evaluate the mixed method research approach and also be skilled in implementing a mixed method study. The philosophical foundation behind the mixed methods approach, the debates about the approach, reliability and validity concerns, and the steps and considerations when designing a mixed method research project are presented throughout this course.

[Program Evaluation](#)

This course provides an overview of program evaluation research – from needs assessment to the communication and utilization of findings. The different types of program evaluation, including formative and summative evaluation, are covered. The importance of stakeholder

input is highlighted. In addition, the ways in which various research methods and designs can be applied to program evaluation research are discussed. Students will gain practical experience with this type of research by completing a series of activities involving the application of program evaluation research principles. Furthermore, students will engage in a critical review of published program evaluation research as they continue to develop their independent scholarly skills.

[Case Study](#)

This course is designed as a laboratory in which you can prepare to use case study research methods by conducting a small-scale case study on a topic/project of interest to education scholars. The course will prepare students to define appropriate case study research questions, to employ suitable data collection and analysis strategies, and to evaluate case research for credibility, transferability, dependability, and confirmability.

[Action Research](#)

This course is designed to prepare students who desire to use action research methods and as an opportunity for students to prepare to conduct research on topics/projects of interest to education scholars. The primary goal of action research is to solve a problem that will lead to improvement in individual or organizational practice. In addition to developing an action research proposal, students will gain knowledge about the theoretical, philosophical, epistemological, and political considerations surrounding action research, specifically in educational environments. Students will gain an understanding of the cyclical nature of

action research. Student researchers in this course will be prepared to understand the unique role of the researcher in action research, the importance of stakeholders, to define appropriate action research questions, and to evaluate action research studies critically.

Doctoral Comprehensive Examination (PhD) - 3 credit hours

****Dissertation Courses - 12 credit hours**

<p>CMP9500E</p>	<p>Doctoral Comprehensive Examination</p> <p>In pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.</p>
<p>DIS9501E</p>	<p>PhD Doctoral Dissertation</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and</p>

University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9502E

[PhD Doctoral Dissertation](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9503E	<p>PhD Doctoral Dissertation</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9504E	<p>PhD Doctoral Dissertation</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have</p>

been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

**Dissertation Research - A minimum of four dissertation research courses must be completed in order to complete the program.

Doctor of Philosophy in Education Degree Program (PhD) Specializations

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

PhD students may select from the following specializations

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- Global Training and Develop
- International Education
- Instructional Leadership
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

Specialization areas for the Doctor of Philosophy in Education Degree Program (PhD)

Curriculum and Teaching (CT) Specialization

Education is the foundation on which modern society is built. This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

PhD Specialization Courses in the CT Specialization – 18 credit hours

Select 6 courses from the following:

CT7000-8	<p><u>Developing Instructional Strategies and Curriculum</u></p> <p>In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change.</p>
CT7001-8	<p><u>The Role of the Teacher Practitioner</u></p> <p>In this course, students will evaluate testing models and practices and their influence on achievement assessment. Topics include: The achievement gap, academic standards, sanctions, and rewards within the context of No Child Left Behind and Common Core legislation are contrasted and reviewed historically for possible intervention options. Course mastery is demonstrated through the creation of a school improvement plan.</p>
CT7002-8	<p><u>Identifying and Maximizing Learning/ Teaching Styles</u></p> <p>The skillful use of learning and teaching styles requires familiarity with style models. CT7002 offers the doctoral student opportunities for the analysis and assessment of the interactions at play within learning/teaching styles and brain-based strategies and applications. The doctoral student will become familiar with his or her own style and teaching models that engage diverse students. From that</p>

	<p>awareness, planning can include how to investigate and evaluate the responsible use of styles and strategies within effective teaching models plus the synthesis, application, and assessment of models within diverse learning contexts. The doctoral student will integrate insights for maximizing styles, teaching strategies, and assessments within a plan for developing best practices and continuing professional development.</p>
CT7003-8	<p>Teaching and Learning Foundations</p> <p>The foundations of teaching and learning can be viewed from several perspectives. Doctoral students will analyze the influence of emotional, social, and cultural contexts and evaluate those influences to make effective decisions that support school structures, which enable student learning. Topics include: learning theories and instructional models, effective teaching practices, multiple intelligences, and metacognition.</p>
CT7004-8	<p>Language and Literacy Education</p> <p>Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.</p>
CT7005-8	<p>Literacy: Focus on Curriculum</p>

This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.

CT7006-8

[Multiple Intelligences](#)

In this course, students will be introduced to Dr. Howard Gardner's theory of multiple intelligences (MI), and will evaluate how to differentiate curriculum to maximize its benefits for students. Students will analyze the options for evaluating and revising assessment methods and tools to include MI theory in curriculum development. In addition, specific intelligences will be evaluated for their contributions to personal and professional development.

CT7007-8

[Leadership for Student Achievement](#)

Leadership for Student Achievement provides doctoral students with learning opportunities to maximize student achievement. Major instructional models are compared and evaluated to enable a positive, supportive classroom environment. The diverse needs of students and their learning styles are assessed and possible pro-active changes are suggested using reflective practices and the insights of differentiated instruction. Student discipline patterns and discipline management techniques are analyzed and evaluated to minimize disruptive behavior and increase learning. Doctoral students will examine

	and appraise research-based instructional strategies for effective classroom management. Action research plans that will explore class room self-selected management topics will be expected.
CT7008-8	<p>Evaluation of Instruction</p> <p>In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change..</p>

Early Childhood Education (ECE) Specialization

The Doctor of Philosophy in Education in Early Childhood Education program is designed to prepare students for positions of leadership in schools, higher education organizations, and research settings. The program is competency-based, with specific emphasis on research and teaching across a broad spectrum of topics from childhood development, literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed to promote an understanding of the breadth and depth of early childhood education research, curriculum, and policy. In addition, throughout the program, students will apply scientific findings and conduct theory-based research applicable to this field.

PhD Courses for ECE Specialization – 18 credit hours

Select 6 courses from the following:

ECE7001-8	<p>Topics in Early Childhood Education</p> <p>This course presents an overview of early childhood education in American society, including currently respected theories and practical applications for educating the young child. Specifically, students will explore basic educational concepts and developmentally appropriate practices for children, pre-k – grade three, including children with exceptional needs. Historical and contemporary models and delivery systems are presented and</p>
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	<p>innovations in instruction are discussed. It is suggested that students pursuing a specialization in ECE should take this as their first specialization course.</p>
ECE7002-8	<p><u>Topics in Early Childhood Growth, Development, and Educational Programs</u></p> <p>In this doctoral level course, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.</p>
ECE7003-8	<p><u>Topics in Early Childhood Program Administration</u></p> <p>This doctoral course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed. Skills and competencies to implement the aforementioned concepts will also be addressed.</p>
ECE7005-8	<p><u>Early Childhood Curriculum and Assessment</u></p> <p>In this course, students explore the theory, research, and trends related to the curriculum and assessment of young children enrolled in early childhood</p>

	<p>education programs. Developmentally appropriate early childhood lesson plans and activities will be explored and analyzed. Standardized and classroom assessments will be researched and evaluated.</p>
<p>ECE7007-8</p>	<p><u>Early Childhood Literacy and Literature</u></p> <p>This course discusses literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Since knowledge of children's literature is essential for any early childhood educator, students will determine ways to select appropriate and motivating materials to enhance an early childhood literacy program.</p>
<p>ECE7009-8</p>	<p><u>Families, Communities, and Schools as Partners in Early Childhood Education</u></p> <p>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.</p>
<p>CT7004-8</p>	<p><u>Language and Literacy Education</u></p> <p>Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by</p>

	<p>reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.</p>
CT7005-8	<p>Literacy: Focus on Curriculum</p> <p>This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.</p>

Educational Leadership (EDL) Specialization

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

PhD Specialization courses in EDL Specialization – 18 credit hours

Select 6 courses from the following:

ED7004-8	<p>School Law</p> <p>In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation,</p>
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	and practices to avoid.
ED7005-8	<p>Language Arts and Reading</p> <p>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.</p>
ED7008-8	<p>Educating a Diversity of Students</p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.</p>
ED7012-8	<p>Educational Leadership</p> <p>In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational</p>

	<p>settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.</p>
<p>ED7013-8</p>	<p><u>Financial Issues in Schools</u></p> <p>This course is designed to introduce and explore concepts in school finance and school business management. Specifically, the course content will cover school finance and school business practices as it pertains to the national, state, and local practices.</p>
<p>ED7014-8</p>	<p><u>Practices in School Organization</u></p> <p>In this course, students will examine the organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.</p>
<p>ED7015-8</p>	<p><u>Safety Issues for Educators</u></p> <p>The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include school safety, crisis management, intervention plans, and community safety partnerships.</p>

ED7022-8	<p>Policies and Practices in Leadership</p> <p>In this course, students will focus on research, theory and philosophy in developing powerful schools that educate all children well, grades K through 12. Students will learn about various school reform efforts, policies and politics behind various local, states, and federal efforts, and be able to draw upon the educational change and leadership literature to develop their own process and design for better schools.</p>
ED7030-8	<p>Development of Organizational Leadership</p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base through current research and analysis of the planning and implementation of teaching and delivery modalities. Coursework focuses on instructional design methodologies incorporating educational media.

PhD Courses in EL Specialization– 18 credit hours

Select 6 courses from the following:

EL7001-8	<p>Principles and Practices in E-Learning</p> <p>In this course, students are introduced to the essential elements in the field of e-</p>
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	<p>learning. Students will develop an understanding of the principles, philosophies, best practices, approaches, technologies, and delivery models used by practitioners in the field of e-learning. The various needs e-learning practices can meet and the best ways to effectively implement e-learning into academic environments will also be explored.</p>
<p>EL7002-8</p>	<p><u>E-Learning Instructional Strategies</u></p> <p>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.</p>
<p>EL7003-8</p>	<p><u>Instructional Design and E-Learning Activities</u></p> <p>In this course, students will examine instructional design in an online education and training environment. Students will evaluate the relationship between instructional design and the use of various technologies. Applications of practical skills are introduced for the design and development of best experiences. Students will design activities and learning experiences for e-learning classes.</p>
<p>EL7004-8</p>	<p><u>The Online Student</u></p> <p>In this course, student are introduced to key issues and practical guidance for working with students in an e-learning environment. Examination of the basic characteristics of students and the factors that are critical to the success of the online student including the student-</p>

	<p>centered, co-facilitator environment; the instructor's role in the e-learning environment, student evaluation; and student and course assessment.</p>
<p>EL7006-8</p>	<p><u>Facilitating Adult Learning Online</u></p> <p>In this course, students will assess pedagogical learning theories and paradigms in teaching and learning and the impact on adult learning. Integration of effective adult learning principles in an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online communities of adult learners.</p>
<p>EL7007-8</p>	<p><u>Ethical and Legal Issues in an Online Course</u></p> <p>The purpose of this doctoral level course is to provide students with a solid foundation in cyber law and the varied legal and ethical issues that pertain to the use of technology in organizations. Students will examine and evaluate issues involving plagiarism, public domain, copyright protection, infringement, and protection. Emphasis will be placed on gaining a clear understanding of the law in order to make policies for organizations.</p>
<p>EL7008-8</p>	<p><u>Online Learning Communities in an Online Course</u></p> <p>Online discussions and interactions in online learning environments are a key component of any course delivered via distance learning. This course will help students develop skills and techniques to design and facilitate effective online discussions. Students will focus on the use of asynchronous discussion tools as well as synchronous tools that are found</p>

	<p>in most e-learning platforms. Assessment and evaluation strategies of synchronous and asynchronous activities will also be examined.</p>
<p>EL7010-8</p>	<p>Online Learning for K12 Students</p> <p>In this course, students will examine the potential that the Internet offers to students in Grades K-12. Students will explore the challenges and the opportunities of Web-based learning in the K-12 environment as well as the questions that surround the key issues involved in successfully incorporating the wide-range of Web-based learning opportunities for the K-12 classroom, including technology, content, and implementation.</p>
<p>ED7008-8</p>	<p>Educating a Diversity of Students</p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.</p>
<p>CT7000-8</p>	<p>Developing Curriculum Strategies and Curriculum</p> <p>In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles.</p>

Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change.

English Second Language (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students and to design instruction with bilingual materials. Research and current analysis of ESL and ESL theory provides the basis for the assessment and design process. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

PhD Specialization Courses for ESL Specialization – 18 credit hours

Select 6 courses from the following:

ESL7001-8	<p>Instructional Practices</p> <p>This course examines the principles and theoretical base of ESL instruction as they relate to improving instructional practices. Students will investigate theories of language acquisition and language teaching. Emphasize will be placed on research findings and students will recommended practices and articulate a professional philosophy of instruction.</p>
ESL7002-8	<p>Cultural Diversity</p> <p>In this course, students will obtain awareness of both the cognitive knowledge, analysis, and synthesis skills necessary to reflectively interact with and/or serve or lead culturally diverse populations. This course will particularly emphasize effective leadership</p>

	<p>knowledge, skills, attitudes, and dispositions that are essential in effective professional relationships. Additionally, it will focus on those whose diversity is cultural and who are more likely to be encountered by the students taking the course.</p>
ESL7003-8	<p><u>Evaluation of Diverse Students</u></p> <p>In this course, students will focus on practices in assessing K-12 learners from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting age appropriate development in ways that are individually and culturally relevant for families and practitioners and that are consistent with current recommended practices in the field of K-12 education.</p>
ESL7004-8	<p><u>Bilingual Instructional Methods</u></p> <p>In this course, students will be provided a framework for instruction of students whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for students growing up in a bilingual world.</p>
ESL7005-8	<p><u>Developing Curriculum for ESL Students</u></p> <p>This course prepares ESL teachers to develop curriculum for their students. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and</p>

	<p>content by means of thematic units. Different types of ESL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students.</p>
ESL7007-8	<p><u>Second Language Foundations</u></p> <p>The course will prepare teachers to assess the needs of English Language students (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.</p>
ESL7010-8	<p><u>Practicum for ESL/Bilingual-Bicultural Education</u></p> <p>In this course, students will gain supervised experience teaching English as a Second Language. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for students who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.</p>

Global Training and Development (GTD) Specialization

This specialization educates leaders in the field of training and development. The coursework entails theoretical and practical information from the areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity, verified through research and analysis of contemporary

theory and practice.

PhD Courses in GTD Specialization – 18 credit hours

Select 6 courses from the following:

GTD7000-8	<p><u>Human Performance: Paradigms and Possibilities</u></p> <p>In this doctoral level course, students will assess issues and trends that impact employee performance in multi-national and global organizations. Students will evaluate models and theories that lead to successful training initiatives and improve the overall performance of employees and organizations.</p>
GTD7005-8	<p><u>Strategic Links for Successful Global Training</u></p> <p>In this Doctoral level course, students will assess the intersection of organizational strategy and global training and development. Students will explore best practices in strategic training, methods used to align training activities with business goals, and design a complete strategic training plan.</p>
GTD7007-8	<p><u>The Role of Technology in the Global Training Marketplace</u></p> <p>This doctoral level course is designed to provide a frame-work for analysis, implementation, and evaluation of technology based training solutions. Students will explore the varying models and tools used in computer and web-based interventions as well as investigate the challenges of integrating these technological tools into the global training marketplace. Special emphasis will be paid to the role of evaluation throughout the decision to use and implement technology based solutions in global training and development.</p>

GTD7011-8	<p><u>Best Practices for Training and Presenting to International Audiences</u></p> <p>International audiences present experienced trainers with unique challenges. Understanding the best practices in training and presenting to international audiences is key in the success of global training. In this doctoral course, students will evaluate the impact of global performance culture, best practices in training design and engagement, and cross cultural training.</p>
GTD7013-8	<p><u>Evaluating Training Programs</u></p> <p>In this doctoral course students will analyze methods and models used to evaluate training initiatives. Students will assess the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed provide a framework for evaluating the concepts, principles, theories, and techniques of training evaluation. In this course, students will identify and clarify the training needs of organizations; consider approaches to training evaluation; design a complete evaluation plan.</p>
GTD7019-8	<p><u>Trainer as Consultant in the Global Marketplace</u></p> <p>In this course, doctoral students will analyze ways to create value, improve productivity, and deliver change in global and multi-national organizations. This course is designed to focus on the process of consultation, and the various approaches to assisting global organizations as an outside professional. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. The doctoral student will assess methods to contract with an organization, provide effective diagnosis and feedback, design</p>

	<p>interventions, and continue to synthesize relevant literature.</p>
<p>OL7001-8</p>	<p><u>Conflict Resolution and Mediation</u></p> <p>Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.</p>
<p>OL7002-8</p>	<p><u>Building Organizational Capacity</u></p> <p>There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.</p>
<p>OL7003-8</p>	<p><u>Leadership for Excellence</u></p>

	<p>In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.</p>
ED7017-8	<p><u>Systems Dynamics</u></p> <p>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.</p>
ED7030-8	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

Instructional Leadership (IL) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Research and analysis is conducted to identify future directions of national and global higher education focused on educational change through policy development and educational reform.

PhD Specialization courses in IL Specialization – 18 credit hours

Select 6 courses from the following:

IL7000-8	<p>The Culture of Learning</p> <p>In this course, doctoral students will explore ways of creating a culture of learning while engaging in instructional leadership tasks. Through course activities, students will explore topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.</p>
IL7001-8	<p>Leader as Advocate and Decision Maker</p> <p>In this course, doctoral students will engage the complex decision-making concepts and processes while reflecting on staff development and instructional supervision. Topics include: teacher perceptions, instructional leadership, supervisory behaviors, instructional support and strategies, collaborative characteristics and presentation technology.</p>
IL7002-8	<p>Leader as Community Advocate</p> <p>Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. In this doctoral course, students will evaluate the skills necessary to engage stakeholders in partnerships that enhance educational operations at all levels. Students will discuss methods to develop professional learning communities and evaluate the theories and research related to learning communities and instructional leadership.</p>

CT7000-8	Developing Instructional Strategies and Curriculum
CT7007-8	<p>Leadership for Student Achievement</p> <p>Leadership for Student Achievement provides doctoral students with learning opportunities to maximize student achievement. Major instructional models are compared and evaluated to enable a positive, supportive classroom environment. The diverse needs of students and their learning styles are assessed and possible pro-active changes are suggested using reflective practices and the insights of differentiated instruction. Student discipline patterns and discipline management techniques are analyzed and evaluated to minimize disruptive behavior and increase learning. Doctoral students will examine and appraise research-based instructional strategies for effective classroom management. Action research plans that will explore class room self-selected management topics will be expected.</p>
ED7014-8	<p>Practices in School Organization</p> <p>In this course, students will examine the organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.</p>

ED7016-8	<p><u>Supervision and Leadership in Schools</u></p> <p>In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.</p>
ED7035-8	<p><u>Curriculum Supervision</u></p> <p>In this course, students are introduced to theories, principles, practices, and issues in curriculum supervision. Students will develop the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also explores issues of equitable instructional programs, materials, and products that support student achievement and institutional goals.</p>
ED7030-8	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

ED7036-8	<p>Innovation for Change</p> <p>In this course, students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Change involves knowledge, understanding, and commitment from administrators and cannot be construed as an event, but rather a process. Further, change involves working with a diverse group of people and striving to motivate others to muscle through change as it is needed. Leaders must work with a community and use change to implement desirable changes. This course will prepare doctoral students to negotiate the world of education innovation and change.</p>
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International Education (IE) Specialization

Leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

PhD Courses for IE Specialization – 18 credit hours

Select 6 courses from the following:

IE7001-8	<p>Introduction to Global and Comparative Education</p> <p>This doctoral level course introduces learners to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, learners will begin to develop the knowledge, skills, and tools needed to be effective educators of global and</p>
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	<p>comparative education. Students will understand the commonalities, differences, and connections between global and comparative education, and the meaning and significance of globalization in the field of education. Learners will comprehend, through reading and class assignments, the global dimensions of several crucial contemporary issues, including the hopes of global cooperation, and the complexity of educational accountability, authority, and professionalism. This course will underline the necessity of an interdisciplinary approach to understanding these complex issues.</p>
IE7003-8	<p><u>Culture, Society and Education in Comparative Perspective</u></p> <p>In this course, students will explore and analyze international and comparative education, with a focus on methods, foundational theories, and resources specific to conducting international, educational research and exploring culture, society and education with a comparative perspective.</p>
IE7005-8	<p><u>International Organizations in Global Education</u></p> <p>In this course, students will be introduced to global education organizations. Students will explore some of the diverse organizations that are engaged in international education, and learn about key guiding initiatives, policies and standards. This course also provides a good orientation for those who anticipate working with or for international organizations.</p>
IE7009-8	<p><u>Conflict Resolution in an International</u></p>

[Context](#)

In this doctoral level course, students will examine the theoretical underpinnings and practical challenges of education in difficult circumstances – in the context of conflict, emergencies and in a post-conflict environment. This includes the exploration of frameworks and strategies used today by education systems as well as international organizations and NGOs that often provide such services. Students will also explore education as a development strategy, including three overarching concepts: education as protection, education as a humanitarian response, and education as post-conflict reconstruction. This course also explores the impact that conflict has on formal systems of education, and the provision of education for refugees. Students are also introduced to key strategies and techniques that are frequently cited and used by educational planners delivering education in difficult situations. In conclusion, students are asked to conduct their own research to develop a deeper understanding of education in difficult circumstances.

IE7013-8

[Globalization and Educational Change](#)

In this course, students will examine cross-cultural efforts to effect positive global educational change. Students will also explore theories of globalization as well as practices that are effecting positive global educational change. In particular, this course looks at international education policy to solidify students' knowledge of globalization and its impact on international education. Students will also have the opportunity to explore the impacts of globalization on the education systems at home.

IE7007-8

[International Education Leadership](#)

In this course, students will explore theory and practice to inform leaders in

	<p>education. Students are introduced to institutions involved with the education of diverse communities as well as educational development in diverse global settings. Students will focus on building leadership skills in international education with a special emphasis on practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.</p>
<p>IE7017-8</p>	<p><u>International Education Concepts and Theory</u></p> <p>Students in this Doctoral level course will explore that underpin education systems around the world, including the cultural and historical bases of these systems and the global spread of educational trends. Alternative theories and definitions of development as expressed in international education institutions will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.</p>
<p>IE7021-8</p>	<p><u>Global Perspective on Ethical Issues</u></p> <p>In this course, students will address ethical issues confronting education from a global perspective, including both comparative and transnational points of view. It will address cross-border issues such as educational inequality, the role of culture, ethics in teaching, as well as how technology, economics and conflict impact ethics in education. Finally, the course will address ethical issues for teachers and educational administrators.</p>

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Research and analysis is conducted to identify future directions of national and global higher education focused on educational change through policy development and educational reform.

PhD Specialization Courses in LHE Specialization – 18 credit hours

Select 6 courses from the following:

LHE7004-8	<p>Organization & Governance of Higher Education</p> <p>In this course, doctoral students will analyze and evaluate theories, models, and readings on approaches and structures for governing higher education organizations. This course is intended to help students understand the competencies and training necessary to undertake various operational and leadership roles. Doctoral students will gain a sound understanding of complex college and university organizations and develop a working understanding of the elements of organizations which comprise contemporary social systems. Students will explore major forces, issues, and themes which influence American society and in turn affect colleges and universities.</p>
LHE7005-8	<p>Legal Issues in Higher Education</p> <p>In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.</p>
LHE7006-8	<p>Student Affairs Leadership</p>
LHE7007-8	<p>Strategic Enrollment Leadership</p>

	<p>In this course, students will learn the best principles and practices for leading recruitment, enrollment management, and institutional advancement efforts. Students will focus on effective enrollment management and leadership, recruitment, retention, institutional advancement, student service, targeted communication, applying technology to enrollment management and developing an institution-wide strategic enrollment process. Students have the opportunity to customize this course to their particular professional setting and goals.</p>
LHE7008-8	<p>Higher Education Finance</p> <p>This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.</p>
LHE7010-8	<p>Current Trends & Topics in Higher Education</p> <p>In this course, students will explore areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for doctoral level study.</p>
LHE7011-8	<p>Foundations of Higher Education Leadership</p> <p>Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing</p>

	<p>to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.</p>
<p>LHE7012-8</p>	<p><u>Strategic Planning & Institutional Effectiveness in Higher Education</u></p> <p>In this course, students will explore institutional and programmatic planning in tandem with the concern for institutional effectiveness. A major goal of this course will be to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning, explicitly linking all strategies with the principles and best practices that support the drive toward institutional effectiveness.</p>
<p>LHE7013-8</p>	<p><u>Community College Curriculum and Program Development</u></p> <p>In this course, students will receive a general and introductory knowledge of curricular and leadership issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development, student services, and leadership as well as assessment.</p>
<p>LHE7014-8</p>	<p><u>Introduction to the Community College</u></p>

In this course, students will gain knowledge of the history, nature, and purpose of American community colleges with emphasis on college funding, leadership, staffing, service learning and the importance of the mission, vision, and values. Mastery is attained through developing a strategic plan addressing a current/recent college challenge.

Organizational Leadership (OL) Specialization

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this specialization equips students with the tools necessary to make things happen in any organization. This specialization concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. This curriculum is based in applied research, providing exploration of issues and resolutions in contemporary organizations and the opportunity to contribute new knowledge in the field.

PhD Specialization Courses in OL Specialization – 18 credit hours

Select 6 courses from the following:

OL7001-8	<p>Conflict Resolution and Mediation</p> <p>Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.</p>
OL7002-8	<p>Building Organizational Capacity</p> <p>There are numerous definitions for the phrase "capacity building" within</p>

educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL7003-8

[Leadership for Excellence](#)

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL7004-8

[Theory and Practice of Organizational Leadership](#)

In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective

	practice.
OL7005-8	<p>Ethical Leadership</p> <p>In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.</p>
OL7007-8	<p>Leader as Coach</p> <p>In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.</p>
OL7008-8	<p>Executive Leadership in Nonprofit Organizations</p> <p>In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.</p>

Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of these students. Additionally, the specialization will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student, using analysis of contemporary research.

PhD Specialization Courses in Special Education Specialization – 18 credit hours

Select 6 courses from the following:

SE7000-8	<u>Introduction to the Exceptional Student</u> In this course, students will gain an overview of research and current perspectives related to special education and associated administrative duties or higher education responsibilities. Topics include: the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.
SE7001 / SE7001-8	<u>Assessment in Special Education</u> In this course, students will be introduced to practical, applied approaches to the procedures of the assessment process, testing procedures, assessment results, and the faculty involved in these processes. Students will learn to strengthen the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.
SE7002-8	<u>Characteristics of Learning Disabled Students</u> This course will focus on issues related to students with mild disabilities. Common characteristics, instructions for assisting teachers to work with students who have

specific disabilities, best practices for identification of learning disabilities, and working with at-risk students will be covered. Major emphasis will be placed on assisting classroom and special education teachers with identifying and adapting instructional materials in the content areas for individuals with mild disabilities. Preparing to teach students with mild disabilities in collaborative or resource room settings will also be addressed as well as how to select from a variety of strategies appropriate to the varied learning modalities for students with mild disabilities. Ways to support teachers in inclusive settings will also be discussed.

SE7003-8

[Emotionally Disabled Student](#)

In this course, students will address common characteristics, best practices for identification, and instructional practices pertaining to students with emotional or behavioral disorders. Major emphasis will be placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will also be addressed as well as how to select a variety of appropriate instructional strategies. Ways to support teachers in inclusive settings will also be discussed.

SE7004-8

[Developing Curriculum for the Mentally Disabled](#)

In this course, students will explore various educational programs and teaching strategies that have been used successfully to assist students with disabilities. Students will develop an understanding of how to monitor individualized education programs by

assessing individual student needs; modifying or designing instruction to improve student performance; and analyzing, selecting, and adapting curriculum for students with special needs. Positive methods of managing individual student behavior for students with special educational needs are also addressed.

SE7005-8

[Law in Special Education](#)

In this course, students will focus on various legal issues facing special educators and administrators. Components will include investigations of specific court cases, federal mandates, case studies, and application opportunities. Student identification, service delivery options, appropriate educational services, and family rights and privacy issues are explored. How to research court case rulings that pertain to specific states and how to locate current information on legal issues is included to assist administrators of special education programs. Preparing for due process hearings and following procedural due process are also covered.

SE7006-8

[Teaching Strategies in Special Education](#)

In this course, students will examine teaching strategies that may be used to assist 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 modify or design instructional strategies to improve student performance. Providing leadership in regard to analyzing, selecting, and

	<p>adapting strategies for students with special needs will be addressed.</p>
SE7007-8	<p><u>Managing the Exceptional Student</u></p> <p>This course will cover behaviorism, applied behavior analysis, behavior goals and objectives, data collection and recording techniques, and appropriate methods of behavior modification related to effective instruction in special education programs. Topics include: legal and ethical issues, social adjustment, and research-based best practices, and intervention plans.</p>
SE7008-8	<p><u>Language Disabilities</u></p> <p>In this course, students will focus on communication disorders, as it relates to enhancing literacy skills. Topics include: a basic understanding of the nature of speech and language, developmental progression in language acquisition, techniques for evaluating language, remediation procedures for language and communication disorders, and communication impairments associated with autism and emotional disabilities.</p>
SE7009-8	<p><u>Transitioning the Exceptional Student</u></p> <p>In this course, students will learn the process of transition planning for individuals with disabilities. Topics include: interagency collaboration, vocational assessment, and life-skills competencies, development of appropriate pathways to success, development of interagency agreements for service delivery to students with disabilities, exiting the school setting, career planning, and preparation for job placement.</p>

Sports Management (SM) Specialization

The Doctor of Philosophy in Sports Management is a rigorous, research-based degree program requiring students to apply educational concepts and management principles in the planning, organizing, leading, and directing of sports and athletics. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and services. Because this growing field requires scholar-practitioners with proficiency across a wide range of skills, the curriculum allows for a multifaceted exploration aligned with industry standards. In this program, students will further their knowledge of competencies in athletic administration and coaching; explore working problems within the profession to discern solutions; and build an understanding of educational theories related to this field.

PhD Courses for Sports Management Specialization – 18 credit hours

Select 6 courses from the following:

SM7100-8	<p><u>Development of Human Resource Strategies in Intercollegiate Athletics</u></p> <p>In this course, 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 will include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.</p>
SM7103-8	<p><u>Intercollegiate Sports Governance</u></p> <p>This course is designed to provide students with a knowledge and understanding of the power and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the student's development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.</p>

SM7106-8	<p><u>Legal Aspects of Equity in Intercollegiate Athletics</u></p> <p>Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural, recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments in which in which Title IX has grown to maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. An experiential learning model will be utilized whereby students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as we know it today.</p>
SM7109-8	<p><u>Sports Compliance</u></p> <p>In this course, students will study rules and regulations that surround intercollegiate athletics at the NCAA I, II, and III level, NAIA and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: best practice 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.</p>
SM7112-8	<p><u>Advising the Student Athlete</u></p> <p>In this doctoral level course, students</p>

	<p>explore the role and function of the academic advisors in the lives of student athletes. Students will examine existing student athlete retention programs in colleges and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal will be to find academic services and counseling programs to help students in need reach their greatest potential.</p>
LHE7006-8	<p>Student Affairs Leadership</p>
LHE7011-8	<p>Foundations of Higher Education Leadership</p> <p>Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.</p>

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. 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 grade of "B" or better in order to receive the certificate.

Basis of Admissions

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

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program, where a grade of (B) or better was earned, 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.

Completion Period for Post-Baccalaureate Certificate

Normal time to completion for this program is 9 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificate.

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

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

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

Post-Baccalaureate Certificate Offered by the School of Education

The Post-Baccalaureate Certificate at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- PK -12 Studies
 - Early Childhood Education
 - English Language Arts Excellence in the Common Core
 - Human Performance and Coaching
 - Mathematics Excellence in the Common Core
- Education Leadership and Policy
 - PK -12 Policy
 - Community College Leadership
 - Leadership for Improved Student Achievement
- Adult and Global Education
 - Training and Development
 - Teaching Internationally
 - Best Practices for Teaching Online

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

Course Length

Post-Baccalaureate Certificate courses in the School of Education are eight weeks in length.

Early Childhood Education

This certificate is designed for students who want to work with young children through the first years of life when social, physical, cognitive, and emotional development occur. Students will learn

how to create an environment that serves as a foundation for a child's health and well-being.

[Click on the course name for description, click again to close.](#)

12 credit hours

ECE5001-8	<p>Foundations of Early Childhood Education</p> <p>In this course, students will examine the historical, theoretical, and developmental foundations of education for students in Pre-K through grade three. An emphasis will be placed on theoretical perspectives related to early childhood development, including students with exceptional needs and English Language Learners. Course activities include investigating a variety of historical and contemporary models, educational concepts, and practices essential to developmentally appropriate classrooms, delivery systems, and educational innovations. It is strongly encouraged that students pursuing a specialization in ECE take this as their first specialization course.</p>
ECE5002-8	<p>Growth and Development of Young Children</p> <p>Students enrolled in this course will explore theories and research related to the education of young children. The intellectual, social, emotional, and physical growth and development of infants, toddlers, and young children will be examined. Implications for the construction of developmentally appropriate early childhood education instructional programs will be a resulting focus.</p>
ECE5005-8	<p>Children and Families in a Diverse Society</p> <p>In this course, multicultural and anti-bias issues in early childhood settings are introduced. Students will explore culturally relevant methods for working with children and families. Upon</p>

	completion of this course, students will have a comprehensive understanding of multi-cultural, bilingual, and anti-bias issues, and appropriate strategies for providing culturally relevant programs in an early childhood setting.
CT5004-8	<p>Foundations of Language Literacy</p> <p>This course will assist educators in learning more about the foundations of language development and the impact language acquisition has on literacy learning. Educators will be asked to reflect on their own understanding of language development and reflect on their teaching of language.</p>

English Language Arts Excellence in the Common Core

The post-baccalaureate certificate in English Language Arts Excellence in the Common Core is designed for educators who wish to adopt and implement the English Language Arts Common Core State Standards. Students will learn how to use these English Language Arts standards to improve and transform education by translating these standards into daily classroom practice.

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

12 credit hours

EDC5030-8	<p>Making the Shift: Understanding English Language Arts in Common Core</p> <p>In this course, students will be introduced to the development of the English Language Arts Common Core Standards. Students will analyze the structure of the standards and the clustered content strands spiraled throughout the K-12 curriculum. Students will also explore the purpose and development of the standards and the primary shifts from previous standard initiatives. Course mastery will be demonstrated through a peer presentation of background, structure, and analysis of the Common Core Standards.</p>
EDC5031-8	<p>Improving Instruction: Applying English Language Arts in the Common Core I</p>

	<p>In this course, students will gain an understanding of the emphasis placed on how improving instruction has become much more standardized with the introduction of the Common Core Standards. Students will work with the English Language Arts standards and apply this knowledge to lesson writing and delivery. Students will demonstrate mastery by designing a unit lesson plan using a cluster of standards identifying prerequisite skills and future content skills.</p>
EDC5032-8	<p><u>Improving Instruction: Applying English Language Arts in the Common Core II</u></p> <p>In this course, students will learn on how to improve instruction using the Common Core Standards. Students will work with the English Language Arts standards and apply this knowledge to assessments and assessment writing. Students will demonstrate mastery by developing an assessment plan using a cluster of standards which includes formative and summative assessment.</p>
EDC5033-8	<p><u>Excellence and Innovation: English Language Arts in the Common Core and Long Term Improvements</u></p> <p>In this course, students will analyze the English Language Arts Common Core standards and their potential impact on student achievement. The standards will be examined in relation to implementation, response to intervention, and professional learning communities.</p> <p>Students will demonstrate mastery by developing a long term school improvement plan that will include the application of professional learning communities to increase professional development and student achievement.</p>

Human Performance and Coaching

This certificate is designed for professional educators interested in improving athletic coaching opportunities. Students will focus on practical and successful coaching strategies and be introduced to the latest athletic performance improvement techniques.

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

12 credit hours

AC5008-8	Coaching Psychology 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.
AC5012-8	Coaching Fundamentals and Speed Development 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.
AC5006-8	Sports Nutrition 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.
AC5010-8	Performance Enhancement in Sport

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.

Mathematics Excellence in the Common Core

The certificate in Mathematics Excellence in the Common Core is designed for educators wishing to adopt and implement the Mathematics Common Core State Standards. Students will learn how to use these standards to improve and transform education by translating these mathematics standards into daily classroom practice.

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

12 credit hours

EDC5010-8	<p>Making the Shift: Understanding Math in Common Core</p> <p>In this course, the structure of math standards is analyzed along with clustered math content strands spiraled throughout the K-12 curriculum. Participants will be introduced to the purpose and development of the Common Core Standards, will investigate the spiral of K-12 content strands, and will synthesize the strands by cluster. Course mastery will be demonstrated through a peer presentation of background, structure, analysis, and implementation of the Common Core Standards.</p>
EDC5011-8	<p>Improving Instructions: Applying Math in the Common Core I</p> <p>In this course, students will gain knowledge of the math practice and content standards within the Common</p>

	<p>Core State Standards. Students will demonstrate mastery through designing a unit lesson plan using a cluster of standards. Topics include: math practice standards, cluster content, content knowledge structure, and content standards for school improvement.</p>
<p>EDC5012-8</p>	<p><u>Improving Instruction: Applying Math in the Common Core II</u></p> <p>In this course, students will gain knowledge of the math practice and content standards within the Common Core State Standards. Students will demonstrate mastery through designing a rubric, outlining an assessment, and designing a lesson and a unit assessment plan using a cluster of standards. Topics include: math practice standards, cluster content, content knowledge structure, and content standards for school improvement.</p>
<p>EDC5013-8</p>	<p><u>Excellence and Innovation: Math in the Common Core in a PLC Setting</u></p> <p>In this course, students will analyze the Common Core math and content practice state standards. Students will demonstrate mastery through integrating Professional Learning Communities, implementing the Response to Intervention model, and creating a Common Core State Standards implementation plan. Topics include: Common Core State Standards, student achievement, long-term planning, and school improvement in mathematics.</p>

PK-12 Policy

This certificate is designed for emerging leaders in PK-12 education. Students will learn about the important concepts underpinning the PK-12 environment including policy, safety, finance, and law.

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

12 credit hours

ED5022-8	<p>Education Policies and Practices</p> <p>This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.</p>
ED5004-8	<p>School Law</p> <p>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.</p>
ED5013-8	<p>School Finance</p>
ED5015-8	<p>School Safety</p> <p>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.</p>

Topics include: positive cultures and climates, emergency/crisis management plans, bullying, safety partnerships, and strategic safety planning.

Community College Leadership

This certificate is designed for students interested in leading at the community college level. Students will focus on legal issues, finance, and organizational leadership in higher education specific to community colleges.

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

12 credit hours

LHE5009-8	<p>A History of Higher Education</p> <p>In this course, students are introduced to the historical origins of higher education in the United States. Significant periods in the development of higher education in this country are covered, as well as the evolution into today's contemporary and complex system of higher education. Topics include: education models, progressive movements, federal higher education acts, community colleges, access, diversity and opportunity.</p>
LHE5010-8	<p>Topics in Higher Education</p> <p>This course explores areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with faculty to create a self-directed study plan on a topic appropriate for master's-level study.</p>
LHE5011-8	<p>Leadership in Higher Education</p> <p>The purpose of this course is to provide an introduction to the nuances of higher education leadership and theory. Emphasis will be given to the practical application of higher education leadership theories in the academic and administrative roles of an institution of</p>

	higher education.
LHE5013-8	<p>The Community College</p> <p>This course provides a general and introductory understanding of curricular issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development and management as well as assessment.</p>

Leadership for Improved Student Achievement

This certificate is designed for students interested in leading change to improve student achievement. Learning experiences will include an examination of professional learning communities, the use of data, teacher support and supervision strategies, and the management of the school improvement process as a means for promoting continuous improvement.

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

12 credit hours

EDC5020-8	<p>Using Professional Learning Communities and Other Tools to Create a Culture of Innovation</p> <p>In this course, students will explore the elements which impact achievement and knowledge of the structure of Professional Learning Communities. Topics include: organizational culture, collaboration, and professional development. Course mastery will be demonstrated through organization of a Professional Learning Community for an educational setting.</p>
EDC5021-8	<p>Taking Aim: How Great Schools Use Data to Inform Great Teachers</p> <p>In this course, students will discuss how important the use of data can be to the creation of better informed teachers, better teaching practices, and, ultimately, better student learning. Students will analyze data to provide professional development to teachers, organize teachers into PLCs, and create school improvement plans. Course mastery will be demonstrated through the creation of</p>

	a decision-making guide for school leaders.
EDC5022-8	<p>Promoting Excellence in Teaching I: Steps toward Better Performance in the Classroom</p> <p>In this course, students will look at the necessary steps involved to improve performance in the classroom. Students will use observations to increase instructional efficiency, design teacher professional development plans, identify teacher strengths, and design professional development plans which meet the needs of current teachers. Course mastery will be demonstrated through the creation of a teacher observation/professional development plan.</p>
EDC5023-8	<p>Promoting Excellence in Teaching II: Steps toward Refinement and Continuous Improvement</p> <p>In this course, students will explore steps toward refinement and continuous improvement. Students will identify intervention techniques for continuous improvement, develop a long term plan for school improvement based on achievement, and design a teacher series of observation checklists for teacher observations. Additionally, students will apply knowledge of the use of PLCs to increase student achievement. Course mastery will be demonstrated through the creation of a school improvement plan which is based upon student achievement.</p>

Training and Development

The certificate in Training and Development is designed for individuals interested in the growing fields training, development, and adult learning. This certificate will prepare professionals to design, develop, implement, and evaluate training and development programs within organization.

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

12 credit hours

OL5030-8	<p><u>Organizational Development</u></p> <p>In this course, students will explore the theoretical and practical underpinnings of 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 essential elements of effective leadership, dynamic culture, and interactive community and their influence in shaping organizational health and wellness.</p>
EL5006-8	<p><u>Adult Learning Theories</u></p> <p>During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective.</p>
GTD5005-8	<p><u>Introduction to Successful Global Training Techniques</u></p> <p>This course explores basic principles of global training and development in corporate and educational settings. Students will explore best practices to uncover links that can be made to increase the value of global training and development in light of leader expectations. Topics will include diversified training approaches, differentiated and accelerated learning concepts and theories, and successful classroom and web strategies that can be utilized successfully in a global context.</p>
GTD5013-8	<p><u>Evaluating Training Programs</u></p> <p>In this course, students gain knowledge</p>

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.

Teaching Internationally

The certificate in Teaching Internationally is designed for educators wishing to teach abroad. Students will learn about international education and explore the concepts supporting English language acquisition.

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

12 credit hours

IE5003-8	<p>International Education Concepts and Theory</p> <p>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.</p>
ED5008-8	<p>Teaching Diverse Students</p> <p>In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking into consideration</p>

	<p>epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.</p>
ESL5001-8	<p>Foundations of Instruction for Non-English Language Background Students</p> <p>This course establishes the rationale for English as a Second Language and bilingual education, preparing reflective practitioners and educational leaders to address issues and concerns critically and analytically in the classroom. It provides a comprehensive survey of bilingual/ESL strategies for non-English language background students while expanding the student's understanding of best educational practice. Students will explore models of bilingual education and language development.</p>
ESL5006-8	<p>ESL and Bilingual Instructional Methods</p> <p>This course focuses on instructional strategies and methodologies for the bilingual-bicultural student. The course covers teaching oral language and literacy skills (reading/writing) and the integration of culture in reading and writing in the content areas. Students will explore teaching in multicultural context for oral language development, adapting and developing lesson designs and materials, facilitating the reading process, coaching the developing second language writer, and strategies for teaching literature.</p>

Best Practices in Teaching Online

This certificate is designed to help students understand the unique demands and opportunities available online and show teachers at all levels how they can improve learning by perfecting and implementing best practices in teaching online.

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

12 credit hours

EDC5001-8	<p><u>Making the Shift to Teaching and Learning Online</u></p> <p>In this course, students will examine the online delivery method of education and the necessary shift in educator pedagogy. This course will focus on the online delivery environment, communication methods that prove successful in the virtual classroom, student's virtual experiences, and developing supplements to existing curriculum.</p>
EDC5002-8	<p><u>Developing Outstanding Classroom Culture in an Online Environment</u></p> <p>In this course, students will examine creating positive online learning environments. This course will focus on online classroom culture, the use of discussion forums to encourage student collaboration, and use of praise as well as other methods to increase student engagement and response. Students will demonstrate mastery through a synthesis of methods to create and maintain a successful online classroom culture.</p>
EDC5003-8	<p><u>Developing Outstanding Instructional Practices in an Online Environment</u></p> <p>In this course, students will examine instructional practices for the online learning environment and develop a best practices guide for the online learning environment. In this new and constantly evolving online learning platform, continuously improving instructional methods and practices ensures a successful learning experience for both the learner and the teacher.</p>
EDC5004-8	<p><u>Developing Outstanding Assessment Practices in an Online Environment</u></p> <p>In this course, students will examine assessment practices in an online learning environment. The focus of the</p>

course will be on how to use rubrics to normalize grade results, us feedback to increase student engagement, and use feedback to increase student retention. Course mastery will be demonstrated through organization of an online faculty handbook.

Northcentral University understands that the need for well-prepared educational leader practitioners has never been greater. The Doctor of Education (EdD) degree program has evolved to the terminal degree of choice for educational leaders. This is true for teacher leaders, administrators, instructional leaders, experts in education technology, organizational leaders and education professionals beyond the classroom.

The EdD program attracts students who have leadership responsibility for providing learning/training to others, whether they be in colleges, PK-12 schools, proprietary organizations, private and public businesses, or the military. The Doctor of Education (EdD) program is a research-based degree, but unlike the PhD, the EdD is focused on applying theoretical knowledge to the advancement of practice in the field (solving complex problems) (Archibald, 2010; Corley & Giola 2011; Huba, Shubb & Shelley, 2006).

Examples of an applied investigation may include a replication study, a case study, or a special project (for example, the creation of a curriculum, training program, or educational artifact), followed by an evaluation. A doctoral project for a professional degree does not have to be an original contribution to the body of knowledge that impacts the theories in the field, but typically responds to a practical problem or proposed innovation (Archibald, 2010).

Doctor of Education (EdD) Program Goals

- Apply knowledge based on research to the professional practice of and effective leadership in education.
- Synthesize competent, committed, and professional attributes in the pursuit of personal leadership goals and advanced scholarship in specific areas of interest.
- Develop communication skills and competencies (oral, written, computer literacy, interpersonal) to support professional practice within a global environment.
- Develop as a reflective practitioner, through the doctoral dissertation project experience, to intellectually explore practical and systemic solutions for problems and challenges facing education today.

General Degree Requirements

The EdD Program may be completed in 54 credits. However, up to an additional 12 credit hours will be allowed as needed to complete the dissertation research. An Academic Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less.

Northcentral University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program.

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

Normal time to completion for this program is 74 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 34 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Doctor of Education (EdD) Degree Requirements

Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.

Doctoral courses are comprised of methods, the comprehensive exam course, and the dissertation with a Grade Point Average of 3.00 (B) or higher.

EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

Doctoral Dissertation Process

The School of Education has developed a logical step-by-step process that assists in completing an EdD applied research dissertation. Northcentral University provides a detailed EdD Dissertation Handbook that explains the process and Northcentral University's dissertation support structure. The EdD doctoral research courses, the comprehensive course and the dissertation courses are specifically designed to guide students through the process.

The dissertation is the capstone academic achievement of the EdD. The EdD dissertation is applied, project based and results in a product designed to produce appreciable improvements in

the student's school or organization and must also impact the student's leadership growth. Although applied and project based, the EdD dissertation is a scholarly document. To earn the EdD degree, the student must demonstrate the ability, drive, and determination; and Northcentral University will provide the faculty, the academic support and process to assist in the attainment of high academic goals.

The School of Education offers students the opportunity to pursue an area of specialization within a degree program. Students who complete at least 18 semester credit hours in a specific specialization may elect to have the specialization recorded on their transcript and diploma.

Northcentral University recognizes that each student is unique, and therefore evaluates each application based not only on what courses or program of study a student has accomplished previously, but takes into consideration which specialization is being pursued at Northcentral University and their current and future professional goals.

Course Length

Existing EdD students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing EdD students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

Doctoral Course Sequence

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Examination. Upon successful completion of the Doctoral Comprehensive Examination, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

The EdD is applied research. The research does not have the same stringency test for originality as a Doctor of Philosophy degree. An Oral Presentation of the EdD dissertation is required.

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

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

All EdD specializations require the following courses:

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

EdD Required Basic Foundation Courses – 6 credit hours

EDU7101-8	Foundations for Graduate Study in Education (This course will be taken as the first course)
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	<p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
EDU7001-8	<p>Advanced Scholarly Writing</p> <p>The purpose of this course is to build advanced skills identifying and obtaining high quality sources through online library searches. In addition, the course addresses advanced writing and APA formatting skills, and it prepares students to be critically reflective consumers of research reports.</p>

The EdD in Education requires two Foundation Courses, five Specialization, five research courses and one Statistical course for a total of 39 credit hours.

	<p>Specialization Course 1</p>
EDR7100	<p>Scholarly Literature Review</p> <p>This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to conduct effective literature searches 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 conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an</p>

	<p>exhaustive search of the peer-reviewed research literature in education and identify potential areas of inquiry for their dissertation.</p>
EDR7103	<p>Research Methods</p> <p>This introductory research methods course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. Students will continue to build upon skills from prior courses as they critically analyze the existing research literature, but now with a focus on the research methods utilized. In addition, students will investigate the theoretical and practical foundations of the primary research methodologies used in educational research, specifically qualitative, quantitative, and mixed methods research. Topics will include the ethics of research, data collection and analysis techniques, and issues of reliability, validity, trustworthiness and rigor. Emphasis will be placed on identifying criteria for a quality research project and whether a research study is aligned and cohesive. Students will have the opportunity explore topics of interest from different research perspectives (e.g. quantitative, qualitative) with the goal of helping students begin to clarify their future research course plan.</p>
	<p>Specialization Course 2</p>
EDR7101	<p>Statistics 1</p> <p>In this course, students will learn how to use statistical analyses in research. Foundational topics covered include frequency distributions, z-scores, probabilities, hypothesis testing, confidence intervals, exploratory data analysis, power analyses, t-tests, correlations, bivariate regression,</p>

	<p>analyses of variance, and the chi-square test. Although students will complete many computations by hand, they will also use statistical software to analyze data. Students will build their independent scholarly skills by enhancing their scientific and statistical literacy. Therefore, the emphasis will be on understanding the data; comprehending statistical concepts; analyzing, interpreting, and critically evaluating statistical information; and communicating statistical information and knowledge.</p>
	<p>Specialization Course 3</p>
EDR7104	<p>Introduction to Measurement</p> <p>This course provides the fundamentals of qualitative and quantitative measurement and serves as a primary overview of basic concepts and methods of measurement as applied to practical problems in education. This course also serves as an introduction to the Advanced Quantitative Design and Measurement and Advanced Qualitative Design and Measurement courses. Topics and concepts discussed in this course include the history and levels of measurement, reliability and validity, the trustworthiness of qualitative research, norms and percentiles, item and instrument construction, interview and questionnaire guides, and bias and ethics associated with tests and data collection. In addition to introducing the basics of measurement, this course is meant to improve independent scholarly skills through the engagement of scientific literacy as it pertains to the student's primary area of focus and appropriate research design methodology.</p>
	<p>Specialization Course 4</p>
EDR7105 or EDR7106	<p>Advanced Qualitative Design and Measurement</p> <p>This course is designed to provide</p>

students with a focused examination of the research methods used in qualitative inquiry, with particular emphasis on the issue of problem alignment and suitability of the research question for qualitative design. This course will cover the theories and philosophies behind qualitative research, the elements that characterize a qualitative study, techniques used to improve the trustworthiness of the study, the role of the researcher and participant in qualitative research, and the various methods used to frame a qualitative study. A number of qualitative methodologies and data collection and analysis methods will be discussed. Students will develop a *mock* qualitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.

[Advanced Quantitative Design and Measurement](#)

This course provides in-depth knowledge of quantitative research design. The goal of this course is to ensure that students have a firm understanding of the unique and critical elements that provide a framework for a study and give it direction, with particular emphasis on problem alignment and suitability of the research question for quantitative design. This course approaches the topic of quantitative research design from both theoretical and practical perspectives, and encourages students to become competent creators and consumers of quantitative research by exploring how quantitative information is generated, summarized, evaluated, and represented. Test theories, reliability and validity, critical issues in measurement, and factor analysis will be covered in some detail.

	<p>The course focuses on the uses of different tests in a variety of settings. Students will develop a <i>mock</i> quantitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.</p>
	<p>Specialization Course 5</p>
<p>EDR7109 or EDR7110 or EDR7111 or EDR7112</p>	<p>Mixed Methods Research This course is designed to provide students with the foundational knowledge to critically evaluate the mixed method research approach and also be skilled in implementing a mixed method study. The philosophical foundation behind the mixed methods approach, the debates about the approach, reliability and validity concerns, and the steps and considerations when designing a mixed method research project are presented throughout this course.</p> <p>Program Evaluation This course provides an overview of program evaluation research – from needs assessment to the communication and utilization of findings. The different types of program evaluation, including formative and summative evaluation, are covered. The importance of stakeholder input is highlighted. In addition, the ways in which various research methods and designs can be applied to program evaluation research are discussed. Students will gain practical experience with this type of research by completing a series of activities involving the application of program evaluation research principles. Furthermore,</p>

students will engage in a critical review of published program evaluation research as they continue to develop their independent scholarly skills.

[Case Study](#)

This course is designed as a laboratory in which you can prepare to use case study research methods by conducting a small-scale case study on a topic/project of interest to education scholars. The course will prepare students to define appropriate case study research questions, to employ suitable data collection and analysis strategies, and to evaluate case research for credibility, transferability, dependability, and confirmability.

[Action Research](#)

This course is designed to prepare students who desire to use action research methods and as an opportunity for students to prepare to conduct research on topics/projects of interest to education scholars. The primary goal of action research is to solve a problem that will lead to improvement in individual or organizational practice. In addition to developing an action research proposal, students will gain knowledge about the theoretical, philosophical, epistemological, and political considerations surrounding action research, specifically in educational environments. Students will gain an understanding of the cyclical nature of action research. Student researchers in this course will be prepared to understand the unique role of the researcher in action research, the importance of stakeholders, to define appropriate action research questions, and to evaluate action research studies

critically.

*EDR7102 Statistics II is available for EdD students as an elective course in addition to the prescribed degree plan.

Doctoral Comprehensive Examination (EdD) - 3 credit hours

CMP9400E

[Doctoral Comprehensive Examination](#)

In their pursuit of a professional doctoral degree (EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

Dissertation Courses** - 12 credit hours

DIS9401E

[Doctoral Dissertation Research I](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation

	<p>milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
<p>DIS9402E</p>	<p><u>Doctoral Dissertation Research II</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
<p>DIS9403E</p>	<p><u>Doctoral Dissertation Research III</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
<p>DIS9404E</p>	<p><u>Doctoral Dissertation Research IV</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the</p>

professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

****Dissertation Research** - A minimum of four dissertation courses must be completed in order to complete the program. Up to an additional four dissertation research courses (DIS9405E through DIS9408E) may be taken if the dissertation requirements are not completed in DIS9404E.

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

Doctor of Education (EdD) Specializations

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the 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. Specializations are offered in the following areas:

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- General Education
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Second Language (ESOL), Instructional Leadership (IL), Special Education (SE), and Sports Management (SM) have a curriculum focused on the PK-12 environment. ***Please note these Doctoral level PK-12 specializations are not accredited by the Teacher Education Accreditation Council (TEAC).**

Specialization Selections for the Doctor of Education Degree Program (EdD)

Curriculum and Teaching (CT) Specialization

This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

EdD Courses for CT Specialization – 15 credit hours

Select 5 courses from the following:

<p>CT7000-8</p>	<p>Developing Instructional Strategies and Curriculum</p> <p>In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change.</p>
<p>CT7001-8</p>	<p>The Role of the Teacher Practitioner</p> <p>In this course, students will evaluate testing models and practices and their influence on achievement assessment. Topics include: The achievement gap, academic standards, sanctions, and rewards within the context of No Child Left Behind and Common Core legislation are contrasted and reviewed historically for possible intervention options. Course mastery is demonstrated through the creation of a school</p>

	improvement plan.
CT7002-8	<p><u>Identifying and Maximizing Learning/Teaching Styles</u></p> <p>The skillful use of learning and teaching styles requires familiarity with style models. CT7002 offers the doctoral student opportunities for the analysis and assessment of the interactions at play within learning/teaching styles and brain-based strategies and applications. The doctoral student will become familiar with his or her own style and teaching models that engage diverse students. From that awareness, planning can include how to investigate and evaluate the responsible use of styles and strategies within effective teaching models plus the synthesis, application, and assessment of models within diverse learning contexts. The doctoral student will integrate insights for maximizing styles, teaching strategies, and assessments within a plan for developing best practices and continuing professional development.</p>
CT7003-8	<p><u>Teaching and Learning Foundations</u></p> <p>The foundations of teaching and learning can be viewed from several perspectives. Doctoral students will analyze the influence of emotional, social, and cultural contexts and evaluate those influences to make effective decisions that support school structures, which enable student learning. Topics include: learning theories and instructional models, effective teaching practices, multiple intelligences, and metacognition.</p>
CT7004-8	<p><u>Language and Literacy Education</u></p> <p>Language and Literacy Education will assist the doctoral student in learning about the processes of language</p>

	<p>development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.</p>
CT7005-8	<p><u>Literacy: Focus on Curriculum</u></p> <p>This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.</p>
CT7006-8	<p><u>Multiple Intelligences</u></p> <p>In this course, students will be introduced to Dr. Howard Gardner's theory of multiple intelligences (MI), and will evaluate how to differentiate curriculum to maximize its benefits for students. Students will analyze the options for evaluating and revising assessment methods and tools to include MI theory in curriculum development. In addition, specific intelligences will be evaluated for their contributions to personal and professional development.</p>
CT7007-8	<p><u>Leadership for Student Achievement</u></p>

	<p>Leadership for Student Achievement provides doctoral students with learning opportunities to maximize student achievement. Major instructional models are compared and evaluated to enable a positive, supportive classroom environment. The diverse needs of students and their learning styles are assessed and possible pro-active changes are suggested using reflective practices and the insights of differentiated instruction. Student discipline patterns and discipline management techniques are analyzed and evaluated to minimize disruptive behavior and increase learning. Doctoral students will examine and appraise research-based instructional strategies for effective classroom management. Action research plans that will explore class room self-selected management topics will be expected.</p>
CT7008-8	<p><u>Evaluation of Instruction</u></p> <p>In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change..</p>

Early Childhood Education (ECE) Specialization

The Doctor of Education in Early Childhood Education program allows students to explore a broad spectrum of topics from growth and development, childhood literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed with an emphasis on the development of skills in scientific inquiry and leadership. Students enrolled in this program will develop an understanding of theory related to the study of education in early childhood. Students will apply research findings in an informed manner and conduct applied research and program evaluation.

EdD Courses for ECE Specialization – 15 credit hours

Select 5 courses from the following:

ECE7001-8	<p><u>Topics in Early Childhood Education</u></p> <p>This course presents an overview of early childhood education in American society, including currently respected theories and practical applications for educating the young child. Specifically, students will explore basic educational concepts and developmentally appropriate practices for children, pre-k – grade three, including children with exceptional needs. Historical and contemporary models and delivery systems are presented and innovations in instruction are discussed. It is suggested that students pursuing a specialization in ECE should take this as their first specialization course.</p>
ECE7002-8	<p><u>Topics in Early Childhood Growth, Development, and Educational Programs</u></p> <p>In this doctoral level course, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.</p>
ECE7003-8	<p><u>Topics in Early Childhood Program Administration</u></p> <p>This doctoral course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets,</p>

	<p>hiring procedures and state guidelines/regulations are addressed. Skills and competencies to implement the aforementioned concepts will also be addressed.</p>
<p>ECE7005-8</p>	<p><u>Early Childhood Curriculum and Assessment</u></p> <p>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.</p>
<p>ECE7007-8</p>	<p><u>Early Childhood Literacy and Literature</u></p> <p>This course discusses literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Since knowledge of children's literature is essential for any early childhood educator, students will determine ways to select appropriate and motivating materials to enhance an early childhood literacy program.</p>
<p>ECE7009-8</p>	<p><u>Families, Communities, and Schools as Partners in Early Childhood Education</u></p> <p>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</p>

	<p>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.</p>
<p>CT7004-8</p>	<p>Language and Literacy Education</p> <p>Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.</p>
<p>CT7005-8</p>	<p>Literacy: Focus on Curriculum</p> <p>This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.</p>

Educational Leadership (EDL) Specialization

Education is the foundation on which a modern society is built. This specialization prepares the student to address management and leadership issues in education and guide others through

training, excellence in teaching, research and service. This specialization provides the knowledge base to be a leader in the field of education.

EdD Courses for EDL Specialization – 15 credit hours

Select 5 courses from the following:

ED7004-8	<p>School Law</p> <p>In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation, and practices to avoid.</p>
ED7005-8	<p>Language Arts and Reading</p> <p>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.</p>
ED7008-8	<p>Educating a Diversity of Students</p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use</p>

	to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.
ED7012-8	<p>Educational Leadership</p> <p>In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.</p>
ED7013-8	<p>Financial Issues in Schools</p> <p>This course is designed to introduce and explore concepts in school finance and school business management. Specifically, the course content will cover school finance and school business practices as it pertains to the national, state, and local practices.</p>
ED7015-8	<p>Safety Issues for Educators</p> <p>The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include school safety, crisis management, intervention plans, and community safety partnerships.</p>
ED7016-8	<p>Supervision and Leadership in Schools</p> <p>In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in</p>

	<p>schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.</p>
<p>ED7022-8</p>	<p><u>Policies and Practices in Leadership</u></p> <p>In this course, students will focus on research, theory and philosophy in developing powerful schools that educate all children well, grades K through 12. Students will learn about various school reform efforts, policies and politics behind various local, states, and federal efforts, and be able to draw upon the educational change and leadership literature to develop their own process and design for better schools.</p>
<p>ED7030-8</p>	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

EdD Courses for EL Specialization – 15 credit hours

Select 5 courses from the following:

EL7001-8	<p>Principles and Practices in E-Learning</p> <p>In this course, students are introduced to the essential elements in the field of e-learning. Students will develop an understanding of the principles, philosophies, best practices, approaches, technologies, and delivery models used by practitioners in the field of e-learning. The various needs e-learning practices can meet and the best ways to effectively implement e-learning into academic environments will also be explored.</p>
EL7002-8	<p>E-Learning Instructional Strategies</p> <p>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.</p>
EL7003-8	<p>Instructional Design and E-Learning Activities</p> <p>In this course, students will examine instructional design in an online education and training environment. Students will evaluate the relationship between instructional design and the use of various technologies. Applications of</p>

	<p>practical skills are introduced for the design and development of best experiences. Students will design activities and learning experiences for e-learning classes.</p>
<p>EL7004-8</p>	<p><u>The Online Student</u></p> <p>In this course, student are introduced to key issues and practical guidance for working with students in an e-learning environment. Examination of the basic characteristics of students and the factors that are critical to the success of the online student including the student-centered, co-facilitator environment; the instructor's role in the e-learning environment, student evaluation; and student and course assessment.</p>
<p>EL7006-8</p>	<p><u>Facilitating Adult Learning Online</u></p> <p>In this course, students will assess pedagogical learning theories and paradigms in teaching and learning and the impact on adult learning. Integration of effective adult learning principles in an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online communities of adult learners.</p>
<p>EL7007-8</p>	<p><u>Ethical and Legal Issues in an Online Course</u></p> <p>The purpose of this doctoral level course is to provide students with a solid foundation in cyber law and the varied legal and ethical issues that pertain to the use of technology in organizations. Students will examine and evaluate issues involving plagiarism, public domain, copyright protection, infringement, and protection. Emphasis will be placed on gaining a clear understanding of the law in order to make polices for organizations.</p>

EL7008-8	<p><u>Online Learning Communities in an Online Course</u></p> <p>Online discussions and interactions in online learning environments are a key component of any course delivered via distance learning. This course will help students develop skills and techniques to design and facilitate effective online discussions. Students will focus on the use of asynchronous discussion tools as well as synchronous tools that are found in most e-learning platforms. Assessment and evaluation strategies of synchronous and asynchronous activities will also be examined.</p>
EL7010-8	<p><u>Online Learning for K12 Students</u></p> <p>In this course, students will examine the potential that the Internet offers to students in Grades K-12. Students will explore the challenges and the opportunities of Web-based learning in the K-12 environment as well as the questions that surround the key issues involved in successfully incorporating the wide-range of Web-based learning opportunities for the K-12 classroom, including technology, content, and implementation.</p>
ED7008-8	<p><u>Educating a Diversity of Students</u></p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the</p>

nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.

English Second Language (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students and to design instruction with bilingual materials. A practicum is possible for this level of study in English as a Second Language. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

EdD Courses for ESL Specialization – 15 credit hours

Select 5 courses from the following:

ESL7001-8	<p>Instructional Practices</p> <p>This course examines the principles and theoretical base of ESL instruction as they relate to improving instructional practices. Students will investigate theories of language acquisition and language teaching. Emphasize will be placed on research findings and students will recommended practices and articulate a professional philosophy of instruction.</p>
ESL7002-8	<p>Cultural Diversity</p> <p>In this course, students will obtain awareness of both the cognitive knowledge, analysis, and synthesis skills necessary to reflectively interact with and/or serve or lead culturally diverse populations. This course will particularly emphasize effective leadership knowledge, skills, attitudes, and dispositions that are essential in effective professional relationships. Additionally, it</p>

	<p>will focus on those whose diversity is cultural and who are more likely to be encountered by the students taking the course.</p>
<p>ESL7003-8</p>	<p><u>Evaluation of Diverse Students</u></p> <p>In this course, students will focus on practices in assessing K-12 learners from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting age appropriate development in ways that are individually and culturally relevant for families and practitioners and that are consistent with current recommended practices in the field of K-12 education.</p>
<p>ESL7004-8</p>	<p><u>Bilingual Instructional Methods</u></p> <p>In this course, students will be provided a framework for instruction of students whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for students growing up in a bilingual world.</p>
<p>ESL7005-8</p>	<p><u>Developing Curriculum for ESL Students</u></p> <p>This course prepares ESL teachers to develop curriculum for their students. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESL programs and plans will be studied. Students will also</p>

	learn how to evaluate and adapt materials for ELL students.
ESL7007-8	<p>Second Language Foundations</p> <p>The course will prepare teachers to assess the needs of English Language students (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.</p>
ESL7010-8	<p>Practicum</p> <p>In this course, students will gain supervised experience teaching English as a Second Language. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for students who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.</p>

General Education Specialization

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

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

Recommended Specialization Courses* - 15 credit hours

ED7004-8	<p>School Law</p> <p>In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation, and practices to avoid.</p>
ED7008-8	<p>Educating a Diversity of Students</p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.</p>
ED7012-8	<p>Educational Leadership</p> <p>In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.</p>
ED7014-8	<p>Practices in School Organization</p> <p>In this course, students will examine the</p>

	<p>organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.</p>
ED7016-8	<p><u>Supervision and Leadership in Schools</u></p> <p>In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.</p>

***Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.**

Global Training and Development (GTD) Specialization

The graduates from Global Training and Development are tomorrow's leaders in the field of training. The coursework entails theoretical and practical information from the areas of

organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity.

EdD Courses for GTD Specialization – 15 credit hours

Select 5 courses from the following:

<p>GTD7000-8</p>	<p><u>Human Performance: Paradigms and Possibilities</u></p> <p>In this doctoral level course, students will assess issues and trends that impact employee performance in multi-national and global organizations. Students will evaluate models and theories that lead to successful training initiatives and improve the overall performance of employees and organizations.</p>
<p>GTD7005-8</p>	<p><u>Strategic Links for Successful Global Training</u></p> <p>In this Doctoral level course, students will assess the intersection of organizational strategy and global training and development. Students will explore best practices in strategic training, methods used to align training activities with business goals, and design a complete strategic training plan.</p>
<p>GTD7007-8</p>	<p><u>The Role of Technology in the Global Training Marketplace</u></p> <p>This doctoral level course is designed to provide a frame-work for analysis, implementation, and evaluation of technology based training solutions. Students will explore the varying models and tools used in computer and web-based interventions as well as investigate the challenges of integrating these technological tools into the global training marketplace. Special emphasis will be paid to the role of evaluation throughout the decision to use and implement technology based solutions in global training and development.</p>

GTD7011-8	<p><u>Best Practices for Training and Presenting to International Audiences</u></p> <p>International audiences present experienced trainers with unique challenges. Understanding the best practices in training and presenting to international audiences is key in the success of global training. In this doctoral course, students will evaluate the impact of global performance culture, best practices in training design and engagement, and cross cultural training.</p>
GTD7013-8	<p><u>Evaluating Training Programs</u></p> <p>In this doctoral course students will analyze methods and models used to evaluate training initiatives. Students will assess the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed provide a framework for evaluating the concepts, principles, theories, and techniques of training evaluation. In this course, students will identify and clarify the training needs of organizations; consider approaches to training evaluation; design a complete evaluation plan.</p>
GTD7019-8	<p><u>Trainer as Consultant in the Global Marketplace</u></p> <p>In this course, doctoral students will analyze ways to create value, improve productivity, and deliver change in global and multi-national organizations. This course is designed to focus on the process of consultation, and the various approaches to assisting global organizations as an outside professional. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. The doctoral</p>

	<p>student will assess methods to contract with an organization, provide effective diagnosis and feedback, design interventions, and continue to synthesize relevant literature.</p>
OL7002-8	<p><u>Building Organizational Capacity</u></p> <p>There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.</p>
OL7001-8	<p><u>Conflict Resolution and Mediation</u></p> <p>Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.</p>

ED7017-8	<p><u>Systems Dynamics</u></p> <p>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.</p>
OL7003-8	<p><u>Leadership for Excellence</u></p> <p>In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.</p>
ED7030-8	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

Instructional Leadership (IL) Specialization

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

EdD Courses for IL Specialization – 15 credit hours

Select 5 courses from the following:

IL7000-8	<p>The Culture of Learning</p> <p>In this course, doctoral students will explore ways of creating a culture of learning while engaging in instructional leadership tasks. Through course activities, students will explore topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.</p>
IL7001-8	<p>Leader as Advocate and Decision Maker</p> <p>In this course, doctoral students will engage the complex decision-making concepts and processes while reflecting on staff development and instructional supervision. Topics include: teacher perceptions, instructional leadership, supervisory behaviors, instructional support and strategies, collaborative characteristics and presentation technology.</p>
IL7002-8	<p>Leader as Community Advocate</p> <p>Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. In this doctoral course, students will evaluate the skills necessary to engage stakeholders in partnerships that enhance educational operations at all levels. Students will discuss methods to develop professional learning communities and evaluate the theories and research related to learning communities and instructional leadership.</p>

ED7014-8	<p><u>Practices in School Organization</u></p> <p>In this course, students will examine the organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.</p>
ED7016-8	<p><u>Supervision and Leadership in Schools</u></p> <p>In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.</p>
ED7035-8	<p><u>Curriculum Supervision</u></p> <p>In this course, students are introduced to theories, principles, practices, and issues in curriculum supervision. Students will develop the skills and knowledge required to design and manage curricula resources and delivery to ensure</p>

	<p>congruence among the written, taught, and tested curricula. The course also explores issues of equitable instructional programs, materials, and products that support student achievement and institutional goals.</p>
<p>ED7030-8</p>	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>
<p>ED7036-8</p>	<p><u>Innovation for Change</u></p> <p>In this course, students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Change involves knowledge, understanding, and commitment from administrators and cannot be construed as an event, but rather a process. Further, change involves working with a diverse group of people and striving to motivate others to muscle through change as it is needed. Leaders must work with a community and use change to implement desirable changes. This course will prepare doctoral students to negotiate the world of education innovation and change.</p>

International Education (IE) Specialization

Today, leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in

education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

EdD Courses for IE Specialization – 15 credit hours

Select 5 courses from the following:

<p>IE7001-8</p>	<p>Introduction to Global and Comparative Education</p> <p>This doctoral level course introduces learners to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, learners will begin to develop the knowledge, skills, and tools needed to be effective educators of global and comparative education. Students will understand the commonalities, differences, and connections between global and comparative education, and the meaning and significance of globalization in the field of education. Learners will comprehend, through reading and class assignments, the global dimensions of several crucial contemporary issues, including the hopes of global cooperation, and the complexity of educational accountability, authority, and professionalism. This course will underline the necessity of an interdisciplinary approach to understanding these complex issues.</p>
<p>IE7003-8</p>	<p>Culture, Society and Education in Comparative Perspective</p> <p>In this course, students will explore and analyze international and comparative education, with a focus on methods, foundational theories, and resources specific to conducting international, educational research and exploring culture, society and education with a</p>

	comparative perspective.
IE7005-8	<p><u>International Organizations in Global Education</u></p> <p>In this course, students will be introduced to global education organizations. Students will explore some of the diverse organizations that are engaged in international education, and learn about key guiding initiatives, policies and standards. This course also provides a good orientation for those who anticipate working with or for international organizations.</p>
IE7009-8	<p><u>Conflict Resolution in an International Context</u></p> <p>In this doctoral level course, students will examine the theoretical underpinnings and practical challenges of education in difficult circumstances – in the context of conflict, emergencies and in a post-conflict environment. This includes the exploration of frameworks and strategies used today by education systems as well as international organizations and NGOs that often provide such services. Students will also explore education as a development strategy, including three overarching concepts: education as protection, education as a humanitarian response, and education as post-conflict reconstruction. This course also explores the impact that conflict has on formal systems of education, and the provision of education for refugees. Students are also introduced to key strategies and techniques that are frequently cited and used by educational planners delivering education in difficult situations. In conclusion, students are asked to conduct their own research to develop a deeper understanding of education in difficult circumstances.</p>

IE7013-8	<p><u>Globalization and Educational Change</u></p> <p>In this course, students will examine cross-cultural efforts to effect positive global educational change. Students will also explore theories of globalization as well as practices that are effecting positive global educational change. In particular, this course looks at international education policy to solidify students' knowledge of globalization and its impact on international education. Students will also have the opportunity to explore the impacts of globalization on the education systems at home.</p>
IE7007-8	<p><u>International Education Leadership</u></p> <p>In this course, students will explore theory and practice to inform leaders in education. Students are introduced to institutions involved with the education of diverse communities as well as educational development in diverse global settings. Students will focus on building leadership skills in international education with a special emphasis on practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.</p>
IE7017-8	<p><u>International Education Concepts and Theory</u></p> <p>Students in this Doctoral level course will explore that underpin education systems around the world, including the cultural and historical bases of these systems and the global spread of educational trends. Alternative theories and definitions of development as expressed in international education institutions will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.</p>

IE7021-8	<p>Global Perspective on Ethical Issues</p> <p>In this course, students will address ethical issues confronting education from a global perspective, including both comparative and transnational points of view. It will address cross-border issues such as educational inequality, the role of culture, ethics in teaching, as well as how technology, economics and conflict impact ethics in education. Finally, the course will address ethical issues for teachers and educational administrators.</p>
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Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Action or applied research is conducted to identify future directions of national and global higher education leadership.

EdD Courses for LHE Specialization – 15 credit hours

Select 5 courses from the following:

LHE7004-8	<p>Organization & Governance of Higher Education</p> <p>In this course, doctoral students will analyze and evaluate theories, models, and readings on approaches and structures for governing higher education organizations. This course is intended to help students understand the competencies and training necessary to undertake various operational and leadership roles. Doctoral students will gain a sound understanding of complex college and university organizations and develop a working understanding of the elements of organizations which comprise contemporary social systems. Students will explore major forces, issues, and themes which influence American society and in turn affect</p>
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	colleges and universities.
LHE7005-8	<p>Legal Issues in Higher Education</p> <p>In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.</p>
LHE7006-8	<p>Student Affairs Leadership</p>
LHE7007-8	<p>Strategic Enrollment Leadership</p> <p>In this course, students will learn the best principles and practices for leading recruitment, enrollment management, and institutional advancement efforts. Students will focus on effective enrollment management and leadership, recruitment, retention, institutional advancement, student service, targeted communication, applying technology to enrollment management and developing an institution-wide strategic enrollment process. Students have the opportunity to customize this course to their particular professional setting and goals.</p>
LHE7008-8	<p>Higher Education Finance</p> <p>This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.</p>
LHE7010-8	<p>Current Trends & Topics in Higher Education</p> <p>In this course, students will explore areas of interest in higher education. Often</p>

these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for doctoral level study.

LHE7011-8

[Foundations of Higher Education Leadership](#)

Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.

LHE7012-8

[Strategic Planning & Institutional Effectiveness in Higher Education](#)

In this course, students will explore institutional and programmatic planning in tandem with the concern for institutional effectiveness. A major goal of this course will be to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning, explicitly linking all strategies with the principles and best practices that support the drive toward institutional effectiveness.

LHE7013-8	<p>Community College Curriculum and Program Development</p> <p>In this course, students will receive a general and introductory knowledge of curricular and leadership issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development, student services, and leadership as well as assessment.</p>
LHE7014-8	<p>Introduction to the Community College</p> <p>In this course, students will gain knowledge of the history, nature, and purpose of American community colleges with emphasis on college funding, leadership, staffing, service learning and the importance of the mission, vision, and values. Mastery is attained through developing a strategic plan addressing a current/recent college challenge.</p>

Organizational Leadership (OL) Specialization

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

EdD Specialization Courses for OL Specialization_ 15 credit hours

Select 5 courses from the following:

OL7001-8	<p>Conflict Resolution and Mediation</p> <p>Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns,</p>
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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.

OL7002-8

[Building Organizational Capacity](#)

There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL7003-8

[Leadership for Excellence](#)

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will

	also be emphasized.
OL7004-8	<p><u>Theory and Practice of Organizational Leadership</u></p> <p>In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.</p>
OL7005-8	<p><u>Ethical Leadership</u></p> <p>In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.</p>
OL7007-8	<p><u>Leader as Coach</u></p> <p>In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.</p>
OL7008-8	<p><u>Executive Leadership in Nonprofit Organizations</u></p>

In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.

Special Education (SE) Specialization

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

EdD Courses for Special Education Specialization – 15 credit hours

Select 5 courses from the following:

SE7000-8	<p>Introduction to the Exceptional Student</p> <p>In this course, students will gain an overview of research and current perspectives related to special education and associated administrative duties or higher education responsibilities. Topics include: the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.</p>
SE7001-8	<p>Assessment in Special Education</p> <p>In this course, students will be introduced to practical, applied approaches to the procedures of the assessment process, testing procedures, assessment results, and the faculty involved in these processes. Students will learn to</p>

	<p>strengthen the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.</p>
SE7002-8	<p><u>Characteristics of Learning Disabled Students</u></p> <p>This course will focus on issues related to students with mild disabilities. Common characteristics, instructions for assisting teachers to work with students who have specific disabilities, best practices for identification of learning disabilities, and working with at-risk students will be covered. Major emphasis will be placed on assisting classroom and special education teachers with identifying and adapting instructional materials in the content areas for individuals with mild disabilities. Preparing to teach students with mild disabilities in collaborative or resource room settings will also be addressed as well as how to select from a variety of strategies appropriate to the varied learning modalities for students with mild disabilities. Ways to support teachers in inclusive settings will also be discussed.</p>
SE7003-8	<p><u>Emotionally Disabled Student</u></p> <p>In this course, students will address common characteristics, best practices for identification, and instructional practices pertaining to students with emotional or behavioral disorders. Major emphasis will be placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will also be addressed as well as how to select a variety of appropriate instructional strategies. Ways to support teachers in inclusive settings will also be discussed.</p>

SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005-8	Law in Special Education <p>In this course, students will focus on various legal issues facing special educators and administrators. Components will include investigations of specific court cases, federal mandates, case studies, and application opportunities. Student identification, service delivery options, appropriate educational services, and family rights and privacy issues are explored. How to research court case rulings that pertain to specific states and how to locate current information on legal issues is included to assist administrators of special education programs. Preparing for due process hearings and following procedural due process are also covered.</p>
SE7006-8	Teaching Strategies in Special Education <p>In this course, students will examine teaching strategies that may be used to assist 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 modify or design instructional strategies to improve student performance. Providing leadership in regard to analyzing, selecting, and adapting strategies for students with special needs will be addressed.</p>

SE7007-8	<p><u>Managing the Exceptional Student</u></p> <p>This course will cover behaviorism, applied behavior analysis, behavior goals and objectives, data collection and recording techniques, and appropriate methods of behavior modification related to effective instruction in special education programs. Topics include: legal and ethical issues, social adjustment, and research-based best practices, and intervention plans.</p>
SE7008-8	<p><u>Language Disabilities</u></p> <p>In this course, students will focus on communication disorders, as it relates to enhancing literacy skills. Topics include: a basic understanding of the nature of speech and language, developmental progression in language acquisition, techniques for evaluating language, remediation procedures for language and communication disorders, and communication impairments associated with autism and emotional disabilities.</p>
SE7009-8	<p><u>Transitioning the Exceptional Student</u></p> <p>In this course, students will learn the process of transition planning for individuals with disabilities. Topics include: interagency collaboration, vocational assessment, and life-skills competencies, development of appropriate pathways to success, development of interagency agreements for service delivery to students with disabilities, exiting the school setting, career planning, and preparation for job placement.</p>

Sports Management (SM) Specialization

The Doctor of Education degree with a specialization in Sports Management provides educators

with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sports Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

EdD Courses for Sports Management Specialization – 15 credit hours.

Select 5 courses from the following:

SM7100-8	<p><u>Development of Human Resource Strategies in Intercollegiate Athletics</u></p> <p>In this course, 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 will include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.</p>
SM7103-8	<p><u>Intercollegiate Sports Governance</u></p> <p>This course is designed to provide students with a knowledge and understanding of the power and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the student's development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.</p>
SM7106-8	<p><u>Legal Aspects of Equity in Intercollegiate Athletics</u></p> <p>Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural,</p>

recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments in which in which Title IX has grown to maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. An experiential learning model will be utilized whereby students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as we know it today.

SM7109-8

[Sports Compliance](#)

In this course, students will study rules and regulations that surround intercollegiate athletics at the NCAA I, II, and III level, NAIA and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: best practice 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.

SM7112-8

[Advising the Student Athlete](#)

In this doctoral level course, students explore the role and function of the academic advisors in the lives of student athletes. Students will examine existing student athlete retention programs in colleges and universities to understand their components and effectiveness.

	<p>Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal will be to find academic services and counseling programs to help students in need reach their greatest potential.</p>
LHE7006-8	<p>Student Affairs Leadership</p>
LHE7011-8	<p>Foundations of Higher Education Leadership</p> <p>Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.</p>

Bachelor's Education Program Goals

1. Provide students upper-level degree completion courses that enhance their knowledge, competency, and professional skill sets needed to perform successfully in the K-12 environment.
2. Familiarize students with theoretical paradigms and research models to support their professional practice as educators.
3. Offer students opportunities to analyze and critique their instructional practice to improve student achievement.
4. Enable students to integrate educational theory into best pedagogical practices.
5. Encourage and support students' professional growth and development as reflective practitioners, effective leaders, and skilled communicators within a global environment.
6. Facilitate students' transition from student to teacher.
7. Accurately integrate multiple perspectives related to race, gender, individual differences, and ethnic and cultural perspectives.

BEd Degree Completion Program

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in three specific specializations: elementary education, secondary education, and special education.

The B.Ed. partnership program requires the successful completion of 30 credits at Northcentral University for a total of 120 credit hours. Rio Salado College sponsors 39 credit hours in general education subjects and 51 credit hours in teacher preparation courses. The 90 credit hours from RSC are accepted as a block transfer and Northcentral University will accept a maximum of 90 lower and upper division semester credit hours in transfer toward the bachelor's degree coursework completed at RSC with a grade of "C" or better. The B.Ed. transfer students come to Northcentral University with academic coursework in elementary education, secondary education, and special education and continue to study within those three distinct areas while at Northcentral.

Transferring Rio students continue to follow the same track they were enrolled in at Rio. Their NCU specialization will be geared towards their specific field of elementary education, secondary education, or special education. Each course in the 10 course program is identified by a letter following the course number (A for Elementary Education, B for Secondary Education, and C for Special Education). The course content in each specialization has similar information focused on general leadership principles but is geared specifically for the different fields. NCU students are required to take two Field Experience courses. These courses are 12 weeks in length and require coordination with Rio Salado College and the institution where the student will be placed.

Completion Time for the BEd Program

Normal 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 20 months.

Specializations

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

Elementary Education

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in elementary education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Elementary Education. The ten Northcentral courses focus on leadership skills for elementary teachers and include field experiences in technology and assessment in the elementary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the K-7 environment.

Required Northcentral University Education Courses (10 courses) - 30 semester credit hours

ED4000A-8	<p>Dynamics of Schooling in Elementary Education</p> <p>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.</p>
ED4001A-8	<p>Foundations of School Leadership in Elementary Education</p>

ED4001A has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED4002A-8

The Role of Teacher Leadership in Elementary Education

ED4002A provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective elementary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED4003A

Instructional Paradigms and Technology in Elementary Education (This course requires field experience.)

This focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects

	<p>can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.</p>
<p>ED4004A</p>	<p>Assessment of Student Learning in Elementary Education (This course requires field experience.)</p> <p>In this course, students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.</p>
<p>ED4005A-8</p>	<p>School and Family Partnerships in Elementary Education</p> <p>This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical approach, the student will gain the knowledge to employ suggested strategies for success.</p>
<p>ED4006A-8</p>	<p>Safe Schools in Elementary Education</p> <p>ED4006A is designed to provide students</p>

	<p>with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Elementary schools and classrooms. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the elementary level.</p>
ED4007A-8	<p>The School as Learning Community in Elementary Education</p> <p>The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school.</p>
ED4008A-8	<p>Teaching as Reflective Practice in Elementary Education</p> <p>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.</p>

ED4009A-8	<p>Educational Change Processes in Elementary Education</p> <p>This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change processes and understand the role teachers play in initiating, implementing or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.</p>
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Secondary Education

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in secondary education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Secondary Education. The ten Northcentral courses focus on leadership skills for secondary education teachers and include field experiences in technology and assessment in the secondary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the secondary environment.

ED4000B-8	<p>Dynamics of Schooling in Secondary Education</p> <p>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.</p>
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<p>ED4001B-8</p>	<p>Foundations of School Leadership in Secondary Education</p> <p>ED4001B has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.</p> <p>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.</p>
<p>ED4002B-8</p>	<p>The Role of Teacher Leadership in Secondary Education</p> <p>ED4002B provides opportunities for students to investigate the implications of the leadership roles that teachers play as</p>

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.

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.

ED4003B

[Instructional Paradigms and Technology in Secondary Education](#) (This course requires field experience.)

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.

This focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

ED4004B

Assessment of Student Learning in Secondary Education (This course requires field experience.)

In this course, students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

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.

ED4005B-8	<p>School and Family Partnerships in Secondary Education</p> <p>This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical approach, the student will gain the knowledge to employ suggested strategies for success.</p> <p>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.</p>
ED4006B-8	<p>Safe Schools in Secondary Education</p> <p>ED4006B is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Secondary schools and classrooms.</p>

Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the secondary level. 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.

ED4007B-8

[The School as Learning Community in Secondary Education](#)

The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school. 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.

ED4008B-8

Teaching as Reflective Practice in Secondary Education

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. 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

	<p>well as the effects of standards, professional development, and licensure on teacher effectiveness.</p>
<p>ED4009B-8</p>	<p>Educational Change Processes in Secondary Education</p> <p>This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change processes and understand the role teachers play in initiating, implementing or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.</p> <p>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.</p>

Special Education

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in special education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Special Education. The ten Northcentral courses focus on leadership skills for special education teachers and include field experiences in technology and assessment in the special education environment. The program provides students with courses

that enhance their knowledge, competency, and professional skill sets needed to excel in working with special needs students in the special education environment.

ED4000C-8	<p>Dynamics of Schooling in Special Education</p> <p>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.</p>
ED4001C-8	<p>Foundations of School Leadership in Special Education</p> <p>ED4001C has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.</p>
ED4002C-8	<p>The Role of Teacher Leadership in Special Education</p>

	<p>ED4002B provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective secondary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.</p>
<p>ED4003C</p>	<p>Instructional Paradigms and Technology in Special Education (This course requires field experience.)</p> <p>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.</p> <p>This focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.</p>
<p>ED4004C</p>	<p>Assessment of Student Learning in Special Education (This course requires</p>

field experience.)

In this course, students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

ED4005C-8

[School and Family Partnerships in Special Education](#)

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical approach, the student will gain the knowledge to employ suggested strategies for success.

ED4006C-8

[Safe Schools in Special Education](#)

ED4006C is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in schools and classrooms for special education. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor

	<p>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.</p>
<p>ED4007C-8</p>	<p>The School as Learning Community in Special Education</p> <p>The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school.</p>
<p>ED4008C-8</p>	<p>Teaching as Reflective Practice in Special Education</p> <p>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.</p>
<p>ED4009C-8</p>	<p>Educational Change Processes in Special Education</p> <p>This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change</p>

processes and understand the role teachers play in initiating, implementing or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.

Northcentral University's Education Specialist (EdS) program is designed specifically for professionals who desire concentrated continuing education in response to the national and international need for professionals trained in diverse educational specializations. This program is specifically tailored for students who desire to engage in the most advanced levels of professional practice or potentially advance to doctoral studies. Upon completion of the program, students can apply to Northcentral's Doctor of Education (EdD) program with advanced standing. The prerequisite for admission in the EdS program is a Master's Degree in any field from an accredited institution.

Northcentral's EdS program offers students a chance to advance in their chosen field or to embark on a new career through a 33 credit-hour course of study in selected specializations within the School of Education. The EdS specializations include Curriculum and Teaching, Early Childhood Education, Education Leadership, E-Learning, English as a Second Language, Global Training and Development, Higher Education Leadership, International Education, Instructional Leadership, Organizational Leadership, Special Education, and Sports Management.

Education Specialist (EdS) Program Goals

- Develop individual skills for solving educational and/or organizational problems;
- Develop sound principles and techniques essential to working effectively in a wide range of instructional or organizational settings;
- Enhance communication skills and competencies (oral, written, computer literacy, interpersonal) to support professional practice and development;
- Generate new knowledge or the reformulation of existing knowledge as a basis for the development of educational theory;
- Apply reflective practice that is intellectually stimulating, professionally relevant, and that supports systematic decision making and problem solving around the key issues facing education;
- Prepare for further doctoral study through the development of expertise in a specialized field of inquiry.

General Degree Requirements

The EdS Program may be completed in 33 credits. An Academic Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

Completion Period for Doctoral Degrees

Northcentral University allows 5 years to complete the EdS degree.

Northcentral University may accept a maximum of 9 semester credit hours in transfer toward the specialization courses in the Education Specialist degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program.

Students who are unable to complete a degree program within the stated time limits are dismissed.

If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 59 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Education Specialist (EdS) Degree Requirements

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist Program. 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.

Course Length

All courses are 8 weeks in length.

Educational Specialist Course Sequence

All foundation and specialization coursework must be completed prior to students entering into the capstone course.

All EdS specializations require the following courses:

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

EdS Required Basic Foundation Courses – 6 credit hours

EDU7101-8	Foundations for Graduate Study in
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	<p>Education (This course will be taken as the first course)</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
EDU7001-8	<p>Advanced Scholarly Writing</p> <p>The purpose of this course is to build advanced skills identifying and obtaining high quality sources through online library searches. In addition, the course addresses advanced writing and APA formatting skills, and it prepares students to be critically reflective consumers of research reports.</p>

The EdS in Education requires two Foundations courses, two Research courses, six Specialization courses, and one Capstone course for a total of 33 credit hours.

	Specialization Course 1
EDU7002-8	<p>Research Methods</p> <p>This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology as used in education, and also more generally, developing a working knowledge of</p>

	statistical usage in everyday life.
	Specialization Course 2
	Specialization Course 3
	Specialization Course 4
EDR7112	<p>Action Research</p> <p>This course is designed to prepare students who desire to use action research methods and as an opportunity for students to prepare to conduct research on topics/projects of interest to education scholars. The primary goal of action research is to solve a problem that will lead to improvement in individual or organizational practice. In addition to developing an action research proposal, students will gain knowledge about the theoretical, philosophical, epistemological, and political considerations surrounding action research, specifically in educational environments. Students will gain an understanding of the cyclical nature of action research. Student researchers in this course will be prepared to understand the unique role of the researcher in action research, the importance of stakeholders, to define appropriate action research questions, and to evaluate action research studies critically.</p>
	Specialization Course 5
	Specialization Course 6

Education Specialist Capstone Course - 3 credit hours

ED7053-8	<p>Education Specialist Capstone Project</p> <p>ED7053 is the culmination of the EdS program. In this course students will have the opportunity to demonstrate the synthesis of knowledge in the Education Specialist program through the design of</p>
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a real-world problem solving project. The project should be based on research and/ or fieldwork and must demonstrate an approach to addressing the problem through application of theory. Additionally, within this course students will complete a reflective self-assessment of their learning throughout the program.

Education Specialist (EdS) Specializations

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the 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. Specializations are offered in the following areas:

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

Specialization Selections for the Education Specialist Degree Program (EdS)

Curriculum and Teaching (CT) Specialization

This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

EdS Courses for CT Specialization – 18 credit hours

Select 6 courses from the following:

CT7000-8

[Developing Instructional Strategies and](#)

	<p>Curriculum</p> <p>In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change.</p>
CT7001-8	<p>The Role of the Teacher Practitioner</p> <p>In this course, students will evaluate testing models and practices and their influence on achievement assessment. Topics include: The achievement gap, academic standards, sanctions, and rewards within the context of No Child Left Behind and Common Core legislation are contrasted and reviewed historically for possible intervention options. Course mastery is demonstrated through the creation of a school improvement plan.</p>
CT7002-8	<p>Identifying and Maximizing Learning/Teaching Styles</p> <p>The skillful use of learning and teaching styles requires familiarity with style models. CT7002 offers the doctoral student opportunities for the analysis and assessment of the interactions at play within learning/teaching styles and brain-based strategies and applications. The doctoral student will become familiar with his or her own style and teaching models that engage diverse students. From that awareness, planning can include how to investigate and evaluate the responsible use of styles and strategies within effective teaching models plus the synthesis, application, and assessment of models within diverse learning contexts. The doctoral student will integrate insights for maximizing styles,</p>

	<p>teaching strategies, and assessments within a plan for developing best practices and continuing professional development.</p>
<p>CT7003-8</p>	<p><u>Teaching and Learning Foundations</u></p> <p>The foundations of teaching and learning can be viewed from several perspectives. Doctoral students will analyze the influence of emotional, social, and cultural contexts and evaluate those influences to make effective decisions that support school structures, which enable student learning. Topics include: learning theories and instructional models, effective teaching practices, multiple intelligences, and metacognition.</p>
<p>CT7004-8</p>	<p><u>Language and Literacy Education</u></p> <p>Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.</p>
<p>CT7005-8</p>	<p><u>Literacy: Focus on Curriculum</u></p> <p>This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory,</p>

	<p>activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.</p>
<p>CT7006-8</p>	<p><u>Multiple Intelligences</u></p> <p>In this course, students will be introduced to Dr. Howard Gardner's theory of multiple intelligences (MI), and will evaluate how to differentiate curriculum to maximize its benefits for students. Students will analyze the options for evaluating and revising assessment methods and tools to include MI theory in curriculum development. In addition, specific intelligences will be evaluated for their contributions to personal and professional development.</p>
<p>CT7007-8</p>	<p><u>Leadership for Student Achievement</u></p> <p>Leadership for Student Achievement provides doctoral students with learning opportunities to maximize student achievement. Major instructional models are compared and evaluated to enable a positive, supportive classroom environment. The diverse needs of students and their learning styles are assessed and possible pro-active changes are suggested using reflective practices and the insights of differentiated instruction. Student discipline patterns and discipline management techniques are analyzed and evaluated to minimize disruptive behavior and increase learning. Doctoral students will examine and appraise research-based instructional strategies for effective classroom management. Action research plans that will explore class room self-selected management topics will be expected.</p>
<p>CT7008-8</p>	<p><u>Evaluation of Instruction</u></p> <p>In this course, students will contrast and</p>

analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change..

Early Childhood Education (ECE) Specialization

The Education Specialist in Early Childhood Education program allows students to explore a broad spectrum of topics from growth and development, childhood literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed with an emphasis on the development of skills in scientific inquiry and leadership. Students enrolled in this program will develop an understanding of theory related to the study of education in early childhood. Students will apply research findings in an informed manner and conduct applied research and program evaluation.

EdS Courses for ECE Specialization – 18 credit hours

Select 6 courses from the following:

ECE7001-8	<p>Topics in Early Childhood Education</p> <p>This course presents an overview of early childhood education in American society, including currently respected theories and practical applications for educating the young child. Specifically, students will explore basic educational concepts and developmentally appropriate practices for children, pre-k – grade three, including children with exceptional needs. Historical and contemporary models and delivery systems are presented and innovations in instruction are discussed. It is suggested that students pursuing a specialization in ECE should take this as their first specialization course.</p>
ECE7002-8	<p>Topics in Early Childhood Growth, Development, and Educational</p>

	<p><u>Programs</u></p> <p>In this doctoral level course, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.</p>
ECE7003-8	<p><u>Topics in Early Childhood Program Administration</u></p> <p>This doctoral course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed. Skills and competencies to implement the aforementioned concepts will also be addressed.</p>
ECE7005-8	<p><u>Early Childhood Curriculum and Assessment</u></p> <p>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.</p>

ECE7007-8	<p><u>Early Childhood Literacy and Literature</u></p> <p>This course discusses literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Since knowledge of children's literature is essential for any early childhood educator, students will determine ways to select appropriate and motivating materials to enhance an early childhood literacy program.</p>
ECE7009-8	<p><u>Families, Communities, and Schools as Partners in Early Childhood Education</u></p> <p>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.</p>
CT7004-8	<p><u>Language and Literacy Education</u></p> <p>Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts.</p>

	Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.
CT7005-8	<p>Literacy: Focus on Curriculum</p> <p>This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.</p>

Educational Leadership (EDL) Specialization

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

EdS Courses for EDL Specialization – 18 credit hours

Select 6 courses from the following:

ED7004-8	<p>School Law</p> <p>In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation, and practices to avoid.</p>
ED7005-8	Language Arts and Reading

	<p>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.</p>
ED7008-8	<p><u>Educating a Diversity of Students</u></p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.</p>
ED7012-8	<p><u>Educational Leadership</u></p> <p>In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.</p>

ED7013-8	<p>Financial Issues in Schools</p> <p>This course is designed to introduce and explore concepts in school finance and school business management. Specifically, the course content will cover school finance and school business practices as it pertains to the national, state, and local practices.</p>
ED7015-8	<p>Safety Issues for Educators</p> <p>The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include school safety, crisis management, intervention plans, and community safety partnerships.</p>
ED7016-8	<p>Supervision and Leadership in Schools</p> <p>In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.</p>
ED7022-8	<p>Policies and Practices in Leadership</p> <p>In this course, students will focus on</p>

	<p>research, theory and philosophy in developing powerful schools that educate all children well, grades K through 12. Students will learn about various school reform efforts, policies and politics behind various local, states, and federal efforts, and be able to draw upon the educational change and leadership literature to develop their own process and design for better schools.</p>
ED7030-8	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

EdS Courses for EL Specialization – 18 credit hours

Select 6 courses from the following:

EL7001-8	<p><u>Principles and Practices in E-Learning</u></p> <p>In this course, students are introduced to the essential elements in the field of e-learning. Students will develop an understanding of the principles, philosophies, best practices, approaches, technologies, and delivery models used</p>
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	<p>by practitioners in the field of e-learning. The various needs e-learning practices can meet and the best ways to effectively implement e-learning into academic environments will also be explored.</p>
<p>EL7002-8</p>	<p><u>E-Learning Instructional Strategies</u></p> <p>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.</p>
<p>EL7003-8</p>	<p><u>Instructional Design and E-Learning Activities</u></p> <p>In this course, students will examine instructional design in an online education and training environment. Students will evaluate the relationship between instructional design and the use of various technologies. Applications of practical skills are introduced for the design and development of best experiences. Students will design activities and learning experiences for e-learning classes.</p>
<p>EL7004-8</p>	<p><u>The Online Student</u></p> <p>In this course, student are introduced to key issues and practical guidance for working with students in an e-learning environment. Examination of the basic characteristics of students and the factors that are critical to the success of the online student including the student-centered, co-facilitator environment; the instructor's role in the e-learning environment, student evaluation; and student and course assessment.</p>

EL7006-8	<p><u>Facilitating Adult Learning Online</u></p> <p>In this course, students will assess pedagogical learning theories and paradigms in teaching and learning and the impact on adult learning. Integration of effective adult learning principles in an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online communities of adult learners.</p>
EL7007-8	<p><u>Ethical and Legal Issues in an Online Course</u></p> <p>The purpose of this doctoral level course is to provide students with a solid foundation in cyber law and the varied legal and ethical issues that pertain to the use of technology in organizations. Students will examine and evaluate issues involving plagiarism, public domain, copyright protection, infringement, and protection. Emphasis will be placed on gaining a clear understanding of the law in order to make policies for organizations.</p>
EL7008-8	<p><u>Online Learning Communities in an Online Course</u></p> <p>Online discussions and interactions in online learning environments are a key component of any course delivered via distance learning. This course will help students develop skills and techniques to design and facilitate effective online discussions. Students will focus on the use of asynchronous discussion tools as well as synchronous tools that are found in most e-learning platforms. Assessment and evaluation strategies of synchronous and asynchronous activities will also be examined.</p>

EL7010-8	<p><u>Online Learning for K12 Students</u></p> <p>In this course, students will examine the potential that the Internet offers to students in Grades K-12. Students will explore the challenges and the opportunities of Web-based learning in the K-12 environment as well as the questions that surround the key issues involved in successfully incorporating the wide-range of Web-based learning opportunities for the K-12 classroom, including technology, content, and implementation.</p>
ED7008-8	<p><u>Educating a Diversity of Students</u></p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.</p>

English Second Language (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students and to design instruction with bilingual materials. A practicum is possible for this level of study in English as a Second Language. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

EdS Courses for ESL Specialization – 18 credit hours

Select 6 courses from the following:

ESL7001-8	<p>Instructional Practices</p> <p>This course examines the principles and theoretical base of ESL instruction as they relate to improving instructional practices. Students will investigate theories of language acquisition and language teaching. Emphasize will be placed on research findings and students will recommended practices and articulate a professional philosophy of instruction.</p>
ESL7002-8	<p>Cultural Diversity</p> <p>In this course, students will obtain awareness of both the cognitive knowledge, analysis, and synthesis skills necessary to reflectively interact with and/or serve or lead culturally diverse populations. This course will particularly emphasize effective leadership knowledge, skills, attitudes, and dispositions that are essential in effective professional relationships. Additionally, it will focus on those whose diversity is cultural and who are more likely to be encountered by the students taking the course.</p>
ESL7003-8	<p>Evaluation of Diverse Students</p> <p>In this course, students will focus on practices in assessing K-12 learners from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting age appropriate development in ways that are individually and culturally relevant for families and practitioners and that are consistent with current recommended practices in the field of K-</p>

	12 education.
ESL7004-8	<p>Bilingual Instructional Methods</p> <p>In this course, students will be provided a framework for instruction of students whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for students growing up in a bilingual world.</p>
ESL7005-8	<p>Developing Curriculum for ESL Students</p> <p>This course prepares ESL teachers to develop curriculum for their students. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students.</p>
ESL7007-8	<p>Second Language Foundations</p> <p>The course will prepare teachers to assess the needs of English Language students (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.</p>
ESL7010-8	Practicum

In this course, students will gain supervised experience teaching English as a Second Language. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for students who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.

Global Training and Development (GTD) Specialization

The graduates from Global Training and Development are tomorrow's leaders in the field of training. The coursework entails theoretical and practical information from the areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity.

EdS Courses for GTD Specialization – 18 credit hours

Select 6 courses from the following:

GTD7000 / GTD7000-8	<p>Human Performance: Paradigms and Possibilities</p> <p>In this doctoral level course, students will assess issues and trends that impact employee performance in multi-national and global organizations. Students will evaluate models and theories that lead to successful training initiatives and improve the overall performance of employees and organizations.</p>
GTD7005 / GTD7005-8	<p>Strategic Links for Successful Global Training</p> <p>In this Doctoral level course, students will assess the intersection of organizational strategy and global training and development. Students will explore best practices in strategic training, methods</p>

	<p>used to align training activities with business goals, and design a complete strategic training plan.</p>
<p>GTD7007 / GTD7007-8</p>	<p><u>The Role of Technology in the Global Training Marketplace</u></p> <p>This doctoral level course is designed to provide a frame-work for analysis, implementation, and evaluation of technology based training solutions. Students will explore the varying models and tools used in computer and web-based interventions as well as investigate the challenges of integrating these technological tools into the global training marketplace. Special emphasis will be paid to the role of evaluation throughout the decision to use and implement technology based solutions in global training and development.</p>
<p>GTD7011 / GTD7011-8</p>	<p><u>Best Practices for Training and Presenting to International Audiences</u></p> <p>International audiences present experienced trainers with unique challenges. Understanding the best practices in training and presenting to international audiences is key in the success of global training. In this doctoral course, students will evaluate the impact of global performance culture, best practices in training design and engagement, and cross cultural training.</p>
<p>GTD7013 / GTD7013-8</p>	<p><u>Evaluating Training Programs</u></p> <p>In this doctoral course students will analyze methods and models used to evaluate training initiatives. Students will assess the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed provide a framework for</p>

	<p>evaluating the concepts, principles, theories, and techniques of training evaluation. In this course, students will identify and clarify the training needs of organizations; consider approaches to training evaluation; design a complete evaluation plan.</p>
<p>GTD7019 / GTD7019-8</p>	<p><u>Trainer as Consultant in the Global Marketplace</u></p> <p>In this course, doctoral students will analyze ways to create value, improve productivity, and deliver change in global and multi-national organizations. This course is designed to focus on the process of consultation, and the various approaches to assisting global organizations as an outside professional. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. The doctoral student will assess methods to contract with an organization, provide effective diagnosis and feedback, design interventions, and continue to synthesize relevant literature.</p>
<p>OL7002 / OL7002-8</p>	<p><u>Building Organizational Capacity</u></p> <p>There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will</p>

	<p>also critically evaluate their own role within the organization as it relates to building capacity.</p>
<p>OL7001 / OL7001-8</p>	<p><u>Conflict Resolution and Mediation</u></p> <p>Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.</p>
<p>ED7017 / ED7017-8</p>	<p><u>Systems Dynamics</u></p> <p>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.</p>
<p>OL7003 / OL7003-8</p>	<p><u>Leadership for Excellence</u></p> <p>In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive</p>

	<p>leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.</p>
ED7030 / ED7030-8	<p>Development of Organizational Leadership</p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

Instructional Leadership (IL) Specialization

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

EdS Courses for IL Specialization – 18 credit hours

Select 6 courses from the following:

IL7000-8	<p>The Culture of Learning</p> <p>In this course, doctoral students will explore ways of creating a culture of learning while engaging in instructional leadership tasks. Through course activities, students will explore topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.</p>
IL7001-8	<p>Leader as Advocate and Decision Maker</p> <p>In this course, doctoral students will</p>

	<p>engage the complex decision-making concepts and processes while reflecting on staff development and instructional supervision. Topics include: teacher perceptions, instructional leadership, supervisory behaviors, instructional support and strategies, collaborative characteristics and presentation technology.</p>
<p>IL7002-8</p>	<p><u>Leader as Community Advocate</u></p> <p>Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. In this doctoral course, students will evaluate the skills necessary to engage stakeholders in partnerships that enhance educational operations at all levels. Students will discuss methods to develop professional learning communities and evaluate the theories and research related to learning communities and instructional leadership.</p>
<p>ED7014-8</p>	<p><u>Practices in School Organization</u></p> <p>In this course, students will examine the organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.</p>
<p>ED7016-8</p>	<p><u>Supervision and Leadership in Schools</u></p> <p>In this course, students will explore real world experiences, and common</p>

	<p>challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.</p>
ED7035-8	<p><u>Curriculum Supervision</u></p> <p>In this course, students are introduced to theories, principles, practices, and issues in curriculum supervision. Students will develop the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also explores issues of equitable instructional programs, materials, and products that support student achievement and institutional goals.</p>
ED7030-8	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>
ED7036-8	<p><u>Innovation for Change</u></p>

In this course, students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Change involves knowledge, understanding, and commitment from administrators and cannot be construed as an event, but rather a process. Further, change involves working with a diverse group of people and striving to motivate others to muscle through change as it is needed. Leaders must work with a community and use change to implement desirable changes. This course will prepare doctoral students to negotiate the world of education innovation and change.

International Education (IE) Specialization

Today, leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

EdS Courses for IE Specialization – 18 credit hours

Select 6 courses from the following:

IE7001-8

[Introduction to Global and Comparative Education](#)

This doctoral level course introduces learners to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, learners will begin to develop the knowledge, skills, and tools needed to be effective educators of global and comparative education. Students will understand the commonalities, differences, and connections between global and comparative education, and

	<p>the meaning and significance of globalization in the field of education. Learners will comprehend, through reading and class assignments, the global dimensions of several crucial contemporary issues, including the hopes of global cooperation, and the complexity of educational accountability, authority, and professionalism. This course will underline the necessity of an interdisciplinary approach to understanding these complex issues.</p>
IE7003-8	<p><u>Culture, Society and Education in Comparative Perspective</u></p> <p>In this course, students will explore and analyze international and comparative education, with a focus on methods, foundational theories, and resources specific to conducting international, educational research and exploring culture, society and education with a comparative perspective.</p>
IE7005-8	<p><u>International Organizations in Global Education</u></p> <p>In this course, students will be introduced to global education organizations. Students will explore some of the diverse organizations that are engaged in international education, and learn about key guiding initiatives, policies and standards. This course also provides a good orientation for those who anticipate working with or for international organizations.</p>
IE7009-8	<p><u>Conflict Resolution in an International Context</u></p> <p>In this doctoral level course, students will examine the theoretical underpinnings</p>

and practical challenges of education in difficult circumstances – in the context of conflict, emergencies and in a post-conflict environment. This includes the exploration of frameworks and strategies used today by education systems as well as international organizations and NGOs that often provide such services. Students will also explore education as a development strategy, including three overarching concepts: education as protection, education as a humanitarian response, and education as post-conflict reconstruction. This course also explores the impact that conflict has on formal systems of education, and the provision of education for refugees. Students are also introduced to key strategies and techniques that are frequently cited and used by educational planners delivering education in difficult situations. In conclusion, students are asked to conduct their own research to develop a deeper understanding of education in difficult circumstances.

IE7013-8

[Globalization and Educational Change](#)

In this course, students will examine cross-cultural efforts to effect positive global educational change. Students will also explore theories of globalization as well as practices that are effecting positive global educational change. In particular, this course looks at international education policy to solidify students' knowledge of globalization and its impact on international education. Students will also have the opportunity to explore the impacts of globalization on the education systems at home.

IE7007-8

[International Education Leadership](#)

In this course, students will explore theory and practice to inform leaders in education. Students are introduced to institutions involved with the education of diverse communities as well as educational development in diverse

	<p>global settings. Students will focus on building leadership skills in international education with a special emphasis on practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.</p>
IE7017-8	<p><u>International Education Concepts and Theory</u></p> <p>Students in this Doctoral level course will explore that underpin education systems around the world, including the cultural and historical bases of these systems and the global spread of educational trends. Alternative theories and definitions of development as expressed in international education institutions will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.</p>
IE7021-8	<p><u>Global Perspective on Ethical Issues</u></p> <p>In this course, students will address ethical issues confronting education from a global perspective, including both comparative and transnational points of view. It will address cross-border issues such as educational inequality, the role of culture, ethics in teaching, as well as how technology, economics and conflict impact ethics in education. Finally, the course will address ethical issues for teachers and educational administrators.</p>

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Action or applied research is conducted to identify future directions of national and global higher education leadership.

EdS Courses for LHE Specialization – 18 credit hours

Select 6 courses from the following:

LHE7004-8	<p>Organization & Governance of Higher Education</p> <p>In this course, doctoral students will analyze and evaluate theories, models, and readings on approaches and structures for governing higher education organizations. This course is intended to help students understand the competencies and training necessary to undertake various operational and leadership roles. Doctoral students will gain a sound understanding of complex college and university organizations and develop a working understanding of the elements of organizations which comprise contemporary social systems. Students will explore major forces, issues, and themes which influence American society and in turn affect colleges and universities.</p>
LHE7005-8	<p>Legal Issues in Higher Education</p> <p>In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.</p>
LHE7006-8	<p>Student Affairs Leadership</p>
LHE7007-8	<p>Strategic Enrollment Leadership</p> <p>In this course, students will learn the best principles and practices for leading recruitment, enrollment management, and institutional advancement efforts. Students will focus on effective enrollment management and leadership, recruitment, retention, institutional</p>

	<p>advancement, student service, targeted communication, applying technology to enrollment management and developing an institution-wide strategic enrollment process. Students have the opportunity to customize this course to their particular professional setting and goals.</p>
LHE7008-8	<p><u>Higher Education Finance</u></p> <p>This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.</p>
LHE7010-8	<p><u>Current Trends & Topics in Higher Education</u></p> <p>In this course, students will explore areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for doctoral level study.</p>
LHE7011-8	<p><u>Foundations of Higher Education Leadership</u></p> <p>Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the</p>

	<p>practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.</p>
<p>LHE7012-8</p>	<p><u>Strategic Planning & Institutional Effectiveness in Higher Education</u></p> <p>In this course, students will explore institutional and programmatic planning in tandem with the concern for institutional effectiveness. A major goal of this course will be to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning, explicitly linking all strategies with the principles and best practices that support the drive toward institutional effectiveness.</p>
<p>LHE7013-8</p>	<p><u>Community College Curriculum and Program Development</u></p> <p>In this course, students will receive a general and introductory knowledge of curricular and leadership issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development, student services, and leadership as well as assessment.</p>
<p>LHE7014-8</p>	<p><u>Introduction to the Community College</u></p> <p>In this course, students will gain knowledge of the history, nature, and purpose of American community colleges with emphasis on college funding, leadership, staffing, service learning and the importance of the mission, vision, and values. Mastery is attained through</p>

developing a strategic plan addressing a current/recent college challenge.

Organizational Leadership (OL) Specialization

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

EdS Specialization Courses for OL Specialization– 18 credit hours

Select 6 courses from the following:

OL7001 / OL7001-8	<p>Conflict Resolution and Mediation</p> <p>Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.</p>
OL7002 / OL7002-8	<p>Building Organizational Capacity</p> <p>There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will</p>

	<p>analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.</p>
<p>OL7003 / OL7003-8</p>	<p><u>Leadership for Excellence</u></p> <p>In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.</p>
<p>OL7004 / OL7004-8</p>	<p><u>Theory and Practice of Organizational Leadership</u></p> <p>In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.</p>
<p>OL7005 / OL7005-8</p>	<p><u>Ethical Leadership</u></p> <p>In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process</p>

	<p>that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.</p>
OL7007 / OL7007-8	<p><u>Leader as Coach</u></p> <p>In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.</p>
OL7008 / OL7008-8	<p><u>Executive Leadership in Nonprofit Organizations</u></p> <p>In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.</p>

Special Education (SE) Specialization

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

EdS Courses for Special Education Specialization – 18 credit hours

Select 6 courses from the following:

SE7000-8	<p><u>Introduction to the Exceptional Student</u></p> <p>In this course, students will gain an overview of research and current perspectives related to special education and associated administrative duties or higher education responsibilities. Topics include: the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.</p>
SE7001-8	<p><u>Assessment in Special Education</u></p> <p>In this course, students will be introduced to practical, applied approaches to the procedures of the assessment process, testing procedures, assessment results, and the faculty involved in these processes. Students will learn to strengthen the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.</p>
SE7002-8	<p><u>Characteristics of Learning Disabled Students</u></p> <p>This course will focus on issues related to students with mild disabilities. Common characteristics, instructions for assisting teachers to work with students who have specific disabilities, best practices for identification of learning disabilities, and working with at-risk students will be covered. Major emphasis will be placed on assisting classroom and special education teachers with identifying and adapting instructional materials in the content areas for individuals with mild disabilities. Preparing to teach students with mild disabilities in collaborative or resource room settings will also be addressed as well as how to select from</p>

	<p>a variety of strategies appropriate to the varied learning modalities for students with mild disabilities. Ways to support teachers in inclusive settings will also be discussed.</p>
SE7003-8	<p><u>Emotionally Disabled Student</u></p> <p>In this course, students will address common characteristics, best practices for identification, and instructional practices pertaining to students with emotional or behavioral disorders. Major emphasis will be placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will also be addressed as well as how to select a variety of appropriate instructional strategies. Ways to support teachers in inclusive settings will also be discussed.</p>
SE7004-8	<p><u>Developing Curriculum for the Mentally Disabled</u></p>
SE7005-8	<p><u>Law in Special Education</u></p> <p>In this course, students will focus on various legal issues facing special educators and administrators. Components will include investigations of specific court cases, federal mandates, case studies, and application opportunities. Student identification, service delivery options, appropriate educational services, and family rights and privacy issues are explored. How to research court case rulings that pertain to specific states and how to locate current information on legal issues is included to assist administrators of special education programs. Preparing for due process</p>

	<p>hearings and following procedural due process are also covered.</p>
<p>SE7006-8</p>	<p><u>Teaching Strategies in Special Education</u></p> <p>In this course, students will examine teaching strategies that may be used to assist 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 modify or design instructional strategies to improve student performance. Providing leadership in regard to analyzing, selecting, and adapting strategies for students with special needs will be addressed.</p>
<p>SE7007-8</p>	<p><u>Managing the Exceptional Student</u></p> <p>This course will cover behaviorism, applied behavior analysis, behavior goals and objectives, data collection and recording techniques, and appropriate methods of behavior modification related to effective instruction in special education programs. Topics include: legal and ethical issues, social adjustment, and research-based best practices, and intervention plans.</p>
<p>SE7008-8</p>	<p><u>Language Disabilities</u></p> <p>In this course, students will focus on communication disorders, as it relates to enhancing literacy skills. Topics include: a basic understanding of the nature of speech and language, developmental progression in language acquisition, techniques for evaluating language,</p>

	remediation procedures for language and communication disorders, and communication impairments associated with autism and emotional disabilities.
SE7009-8	<p><u>Transitioning the Exceptional Student</u></p> <p>In this course, students will learn the process of transition planning for individuals with disabilities. Topics include: interagency collaboration, vocational assessment, and life-skills competencies, development of appropriate pathways to success, development of interagency agreements for service delivery to students with disabilities, exiting the school setting, career planning, and preparation for job placement.</p>

Sports Management (SM) Specialization

The Education Specialist degree with a specialization in Sports Management provides educators with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sports Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

EdS Courses for Sports Management Specialization – 18 credit hours.

Select 6 courses from the following:

SM7100-8	<p><u>Development of Human Resource Strategies in Intercollegiate Athletics</u></p> <p>In this course, 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</p>
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	addressed will include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.
SM7103-8	<p>Intercollegiate Sports Governance</p> <p>This course is designed to provide students with a knowledge and understanding of the power and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the student's development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.</p>
SM7106-8	<p>Legal Aspects of Equity in Intercollegiate Athletics</p> <p>Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural, recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments in which in which Title IX has grown to maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. An experiential learning model will be utilized whereby students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as we know it today.</p>
SM7109-8	Sports Compliance

	<p>In this course, students will study rules and regulations that surround intercollegiate athletics at the NCAA I, II, and III level, NAIA and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: best practice 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.</p>
SM7112-8	<p><u>Advising the Student Athlete</u></p> <p>In this doctoral level course, students explore the role and function of the academic advisors in the lives of student athletes. Students will examine existing student athlete retention programs in colleges and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal will be to find academic services and counseling programs to help students in need reach their greatest potential.</p>
LHE7006-8	<p><u>Student Affairs Leadership</u></p>
LHE7011-8	<p><u>Foundations of Higher Education Leadership</u></p> <p>Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher</p>

education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.

The School of Education Master of Education (M.Ed.) degree program is focused on developing the knowledge, skills, and dispositions required for leadership roles in the diverse field of education. Students in this program will critically analyze a broad range of theories, current trends and practices, and practical knowledge in education. Each specialization prepares graduate students for work in a variety of PK-12, higher education, and organizational training environments where a graduate degree in education is an advantage.

The M.Ed. program in the School of Education has a common set of program goals across all specializations:

Master of Education Program Goals

1. Apply education leadership principles and theories to a real-world educational problem or case study.
2. Analyze educational issues within a specialty area and make decisions and/or recommendations.
3. Effectively use technology.
4. Reflect on situations, theories, and/or case studies.
5. Apply learning in a caring and professional manner.
6. Communicate effectively in a variety of learning contexts within a global environment.
7. Discuss methods of collaboration to build and execute a shared vision.
8. Accurately integrate multiple perspectives related to diversity.

Completion Period for Master's Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs (36 credit hours if enrolled in the PK-12 Principal Leadership specialization that prepares candidates to meet Arizona State certification requirements). 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 24 credit hours (36 credit hours for the PK-12 Principal Leadership Specialization) of graduate instruction must be completed through Northcentral.
- Successful completion of any PK-12 core course signature assignments with a "B" or better. (Signature assignments in all PL specialization courses must also be completed with a "B" or better.)
- Official transcripts on file for all transfer credits accepted by the University. (The PL specialization does not permit transfer credit.)
- The PL certification specialization has additional degree requirements. Please see the PL Handbook for specific information.

The University may accept a maximum of 6 semester credit hours in transfer toward the master's degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. (This does not apply to the specialization in PK-12 Principal Leadership, in which case all courses must be taken at NCU for certification purposes.)

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

Normal time to completion for this program is 42 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Rio Salado College Post-Baccalaureate Transfer Students

The Northcentral University Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for *up to 18* credits to be transferred to NCU embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

The Curriculum and Teaching, Early Childhood Education, Special Education and English as a Second Language are PK-12 specialization accredited by the Teacher Education Accreditation Council (TEAC).

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.

Accelerated MEd Program

Within the MEd program, the School of Education offers an Accelerated MEd scheduling track. The Accelerated MEd is not an alternative program, but is a scheduling option designed for students capable of completing a fast-paced graduate course structure. Students considering the Accelerated MEd track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may influence course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MEd track will graduate in 12 months with a Master of Education degree.

Like the non-Accelerated MEd, students are required to complete 30 credit hours, which include a combination of foundation course work and specialization courses. The second course is staggered four weeks following the start of the first course. The last course in the Accelerated MEd track, ED6002-8 starts six weeks following the start of the next to last course. All other courses are taken in pairs (see course schedule).

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

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

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

As with other MEd programs, the transfer credit policy applies to the Accelerated program. Courses considered for transfer must mirror courses in the Accelerated program. The Dean of the School of Education must approve any courses considered for transfer. All other policies and procedures under this section remain in effect unless stated otherwise in this section.

Prescribed Courses for Accelerated Masters of Education with a Specialization in Education Leadership

Foundation Courses – 15 Credit Hours	
EDU5000-8	Foundations of Graduate Study This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of

	<p>the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5022-8	<p>Education Policies and Practices</p> <p>This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.</p>
ED5001-8	<p>Contemporary Issues</p> <p>This course examines the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.</p>
ED5034-8	<p>School Community Relations</p> <p>This course introduces educators to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.</p>

ED5023-8	<p>Multicultural Relationships</p> <p>The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.</p>
Specialization Courses – 15 Credit Hours	
EDL5033-8	<p>School Based Leadership</p> <p>In this course, students are provided the leadership concepts and skills needed to be dynamic, innovative, and adaptive school leaders. One of the major roles of school leaders is to cultivate the development of a culture that promotes learner-centered schools. In a learner-centered school, there is a shared responsibility of leadership among the entire school staff that fosters the creation of authentic learning communities. This course offers students the opportunity to explore the authentic learning communities from a shared – school based leadership perspective.</p>
EDL5004-8	<p>School Law</p> <p>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</p>

	students.
EDL5013-8	<p>School Finance</p> <p>This course will provide students with an understanding of and practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.</p>
EDL5035-8	<p>Supervision of Curriculum</p> <p>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.</p>
ED6003-8	<p>Action Research Capstone for PK-12 Specializations</p> <p>This graduate course emphasizes practical research skills utilized by PK- 12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.</p>

Prescribed Courses for Accelerated Masters of Education with a Specialization in

Leadership in Higher Education:

Foundation Courses – 15 Credit Hours	
EDU5000-8	<p>Foundations of Graduate Study</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5040-8	<p>Research Leadership for Learning Communities</p> <p>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.</p>
ED5041-8	<p>Adult Learning Strategies to Improve Organizational Efficacy</p> <p>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.</p>
ED5042-8	<p>Intercultural Communication</p>

	<p>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.</p>
ED5044-8	<p>Technology and a Vision for the Future</p> <p>In this course, students evaluate strategies to become agents of change in the field of technology and learning. Students will be introduced grant writing, management of a technology budget, leadership strategies within an organization, software for multimedia authoring, concept mapping, and office productivity. Additionally, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.</p>
<p>Specialization Courses – 15 Credit Hours</p>	
LHE5004-8	<p>The Organization of Higher Education</p> <p>In this course, students will receive an introduction to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topics to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.</p>
LHE5010-8	<p>Topics in Higher Education</p> <p>This course explores areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with faculty to create a self-directed study plan on a topic appropriate for master's-level study.</p>
LHE5008-8	<p>Financial Issues in Higher Education</p> <p>This course will provide students with an overview of financial issues applicable to higher education in the United States.</p>

	<p>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.</p>
LHE5011-8	<p>Leadership in Higher Education</p> <p>The purpose of this course is to provide an introduction to the nuances of higher education leadership and theory. Emphasis will be given to the practical application of higher education leadership theories in the academic and administrative roles of an institution of higher education.</p>
ED6002-8	<p>Action Research Capstone</p> <p>This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education.</p>

Course Schedule for Accelerated MEd with a Specialization in Education Leadership

WEEK	COURSES									
1 - 8	EDU5000-8									
5-12	ED5022-8									
13			<i>BREAK</i>							
14-21				ED5001 -8						
				ED5034-8						
22					<i>BREAK</i>					
23-30						ED5023-8				
						EDL5033-8				
31							<i>BREAK</i>			
32-39								EDL5004-8		
								EDL5013-8		
40									<i>BREAK</i>	
41-48										EDL5035-8
45-52										ED6003-8

Course Schedule for Accelerated MEd with a Specialization in Leadership in Higher Education

WEEK	COURSES									
1 - 8	EDU5000-8									
5-12	ED5040-8									
13			<i>BREAK</i>							
14-21				ED5041-8						
				ED5042-8						
22					<i>BREAK</i>					
23-30						ED5044-8				
						LHE5004-8				
31							<i>BREAK</i>			
32-39								LHE5010-8		
								LHE5008-8		
40									<i>BREAK</i>	
41-48										LHE5011-8
45-52										ED6002-8

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. The one exception to this is the MEd program with a specialization in PK-12 Principal Leadership which has been approved by the Arizona Department of Education to prepare candidates for certification as PK-12 school principals in the State of Arizona. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule.

- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12).
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification).
- Meet the needs of increasingly diverse students.
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant).

School of Education Curriculum

The School of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

State of the Art Content

The School of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All School of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

MEd students may select a specialization track from the list of courses offered via the School of Education. All MEd students are required to take either ED6002-8 or ED6003-8 as the Capstone Course for their program, with the exception of those who select the PK-12 Principal Leadership certification specialization. (PL candidates complete a 16-week capstone internship in PL6010-8 and PL6011-8, which includes completion of an action research project.)

Specializations in the Master of Education Program

- Adult Learning and Workforce Education
- Athletic Coaching
- Corporate Wellness
- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- General Education
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education

- Organizational Leadership
- PK-12 Principal Leadership
- Special Education
- Sports Management

Course Length

Existing MEd students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing MEd students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

The following courses are required in all Master of Education specializations:

MEd Required Foundation Course – 3 credit hours

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

EDU5000-8	<p>Foundations for Graduate Study in Education</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
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Prior to enrolling in the required Capstone Course, students are required to complete the Specialization and Research courses listed on the following pages – 24 units

MEd Required Capstone Course – 3 credit hours

ED6002-8	<p>Action Research Capstone</p> <p>This graduate course emphasizes</p>
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practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education.

OR

ED6003-8

[Action Research Capstone for K-12 Specializations](#)

This graduate course emphasizes practical research skills utilized by PK- 12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.

OR

Students in the PK-12 Principal Leadership certification specialization complete a 16-week capstone internship in PL6010-8 and PL6011-8.

PL6010-8

[Capstone Internship I](#)

In the first of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns draft the initial internship action plan, begin to implement the action research project, start adding

	<p>required artifacts to their e-folios, begin working with required project components, participate in required on-line seminars, and prepare to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.</p>
<p>PL6011-8</p>	<p>Capstone Internship II</p> <p>In the second of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns will complete the initial internship action plan, finish the action research project, add all remaining required artifacts to their e-folios, complete the required project components, participate in required on-line seminars, and continue to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.</p>

Master of Education Course Sequences

For Adult Learning and Workforce Education (AL), Corporate Wellness (CPW), E-Learning (EL), General Education, Global Training and Development (GTD), International Education (IE), Leadership in Higher Education (LHE), and Organizational Leadership (OL), a typical Course Sequence would be:

<p>EDU5000-8</p>	<p>Foundations for Graduate Study</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research</p>
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	<p>articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5040-8	<p><u>Leadership for Learning Communities</u></p> <p>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.</p>
	<p>Specialization Course 1</p>
ED5041-8	<p><u>Adult Learning Strategies to Improve Organizational Efficacy</u></p> <p>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.</p>
ED5042-8	<p><u>Intercultural Communication</u></p> <p>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.</p>

	Specialization Course 2
ED5044-8	<p>Technology and a Vision for the Future</p> <p>In this course, students evaluate strategies to become agents of change in the field of technology and learning. Students will be introduced grant writing, management of a technology budget, leadership strategies within an organization, software for multimedia authoring, concept mapping, and office productivity. Additionally, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.</p>
	Specialization Course 3
	Specialization Course 4
ED6002-8	<p>Action Research Capstone</p> <p>This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education.</p>

For Athletic Coaching (AC), Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EDL), English as a Second Language (ESL), Instructional Leadership (IL), Special Education (SE), and Sports Management (SM), a typical Course Sequence would be:

EDU5000-8	<p>Foundations for Graduate Study</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts</p>
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	<p>and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5022-8	<p>Educational Policy and Practice</p> <p>This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.</p>
	<p>Specialization Course 1</p>
ED5001-8	<p>Contemporary Issues in Education</p> <p>This course examines the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.</p>
ED5034-8	<p>School and Community Relations</p> <p>This course introduces educators to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external</p>

	<p>communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.</p>
	<p>Specialization Course 2</p>
ED5023-8	<p>Multicultural Relationships in Educational Organizations</p> <p>The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.</p>
	<p>Specialization Course 3</p>
	<p>Specialization Course 4</p>
ED6003-8	<p>Action Research Capstone for PK-12 Specializations</p> <p>This graduate course emphasizes practical research skills utilized by PK-12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.</p>

After taking EDU5000/EDU5000-8, students can take **all but** ED6002/ED6002-8 or ED6003-8 in any order. Student's program must begin with ED5000/ED5000-8 and end with ED6002/ED6002-8 or ED6003-8.

For the specialization in PK-12 Principal Leadership (PL), which prepares candidates for certification as Arizona PK-12 public school principals, the required courses must be taken in the following sequence:

EDU5000-8	<p>Foundations for Graduate Study in Education</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
ED5001-8	<p>Contemporary Issues in Education</p> <p>This course examines the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.</p>
ED5034-8	<p>School and Community Relations</p> <p>This course introduces educators to essential competencies and</p>

	<p>considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.</p>
<p>PL5035-8</p>	<p><u>Supervision of the PK-12 Curriculum</u> Candidates enrolled in this course will develop skills and knowledge required to manage curricular resources and delivery to ensure congruence among the written, taught, and tested curricula. Curricular issues will be addressed from local/state, national, and international perspectives. Candidates will also build the skills and knowledge required to help faculty members implement consistent and equitable instructional programs, materials, and products to support student achievement and institutional goals.</p>
<p>PL5016-8</p>	<p><u>Instructional Supervision and Leadership for PK-12 Principals</u> In this course candidates will examine supervisory leadership for PK-12 principals within the economic, social, political, and educational context of schools. A concept of supervision and leadership is presented to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual teacher needs. Emphasis is placed upon supervisory leadership as it applies to individual teachers, faculty teams, and the improvement of instruction in PK-12 settings.</p>
<p>PL5004-8</p>	<p><u>School Law for PK-12 Principals</u> PK-12 Principals need a working knowledge of school law, especially as it pertains to the rights of students and</p>

	<p>teachers. Concepts addressed in this course focus on the role of federal case law in setting public school policy. Topics include Constitutional student rights regarding free speech and search and seizure. Legal foundations for safety, building emergency, and attendance policies will be addressed in addition to policies regarding teachers' rights, due process, and contractual employment considerations. Information in the course is critical to understanding the basic local, state, and federal legal structures pertinent to schools, teachers, and students.</p>
<p>PL5013-8</p>	<p><u>School Finance for PK-12 Principals</u> In this course, candidates will gain knowledge of and practical experience with the major concepts and tools in school finance. Candidates will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide prospective school principals with an understanding of the general principles of education finance that can be applied in any PK-12 educational setting.</p>
<p>ED5023-8</p>	<p><u>Multicultural Relationships in Educational Organizations</u> The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.</p>
<p>ED5022-8</p>	<p><u>Educational Policy and Practice</u></p>

	<p>This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.</p>
<p>PL5050-8</p>	<p><u>The PK-12 Principalship</u></p> <p>In this course, candidates will explore fundamental skills necessary for administrative leadership in PK-12 school settings. Using the ISLLC standards as a base, students will evaluate the myriad ways in which PK-12 principals promote the success of every student. Strong leadership is fundamental to the creation of successful centers for learning. Topics include developing PK-12 school vision and mission, leadership styles and developmental stages, analysis of school report card data, facilitating teacher leadership, and planning for action research.</p>
<p>PL6010-8</p>	<p><u>Capstone Internship I</u></p> <p>In the first of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns draft the initial internship action plan, begin to implement the action research project, start adding required artifacts to their e-folios, begin working with required project components, participate in required on-line seminars, and prepare to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned</p>

	experiences with resulting growth in competencies demonstrated through application in practice.
PL6011-8	<p>Capstone Internship II</p> <p>In the second of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns will complete the initial internship action plan, finish the action research project, add all remaining required artifacts to their e-folios, complete the required project components, participate in required on-line seminars, and continue to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.</p>

Candidate Schedule Planning: If the course pair of PL5035-8 and PL5016-8 falls during a summer vacation when planning the program schedule, and summer school supervision/curriculum work is not possible, the course pair of PL5035-8 and PL5016-8 may be exchanged with the course pair of PL5004-8 and PL5013-8 in the course planning sequence.

Adult Learning and Workforce Education (AL) Specialization

The Master of Education degree in Adult Learning and Workforce Education is designed for individuals interested in the growing fields of career development, human resource management, and adult learning. This integrative program seeks to prepare professionals to develop, implement, and manage systems to improve individual and organizational performance. These skills translate across a wide range of industries including higher education settings, workforce development agencies, and adult career centers. In addition, the program is designed to promote skills that will allow graduates to influence public policy and organizational decision-making. This specialization will provide educators with the tools and competencies required to critically reflect on workplace issues, solve organizational problems, and anticipate and respond to change.

MEd courses in AL Specialization and the Educational Research Course - 30 credit hours

4 additional courses will be selected from the following:

OL5030-8	<p>Organizational Development</p> <p>In this course, students will explore the theoretical and practical underpinnings of</p>
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	<p>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 essential elements of effective leadership, dynamic culture, and interactive community and their influence in shaping organizational health and wellness.</p>
<p>GTD5011-8</p>	<p>Introduction to Best Practices for Training and Presenting to International Audiences</p> <p>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.</p>
<p>ED5012-8</p>	<p>Leadership in Educational Organizations</p> <p>This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.</p>
<p>ED5038-8</p>	<p>Art and Science in Adult Education</p> <p>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.</p>

EL5006-8	<p><u>Adult Learning Theories</u></p> <p>During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective.</p>
GTD5000-8	<p><u>Leading the Global Workforce: Paradigms and Possibilities</u></p> <p>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.</p>
GTD5013-8	<p><u>Evaluating Training Programs</u></p> <p>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.</p>

Athletic Coaching (AC) Specialization

Coaching sports in the educational setting is a growing discipline with no formalized training process for those interested in this profession. This program is designed to enhance coaching leadership skills for both coaches and athletes. The curriculum focuses on practical and successful

coaching strategies; introduces the student to the latest athletic performance improvement techniques; and examines the application of ethics and values in all aspects of coaching sport.

The specialization is designed for professional educators interested in athletic coaching opportunities and offers an outstanding professional development opportunity for those already serving as coaches by advancing knowledge and skills in the field.

MEd Courses in AC Specialization – 30 credit hours

4 additional courses will be selected from the following:

AC5000-8	Leadership in Coaching Today's Athlete 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.
AC5002-8	Legal Aspects in Coaching This Master's level course is designed to help Coaches develop 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.
AC5004-8	Ethics in Sports The purpose of this course is to promote

critical examination of ethical issues and moral dilemmas that are inherently found within interscholastic sport settings. Students will explore, perform research, and analyze ethics and morality in interscholastic sport settings. A series of written assignments will provide reflective opportunities for students to develop self-awareness and knowledge of how to become character driven, effective leaders. Students will develop an understanding of character based educational athletics and will be challenged to examine personal philosophies, clarify values, and refine moral reasoning skills relative to interscholastic athletics administration.

AC5006-8

[Sport Nutrition](#)

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.

AC5008-8

[Coaching Psychology](#)

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.

AC5010-8	<p><u>Performance Enhancement in Sport</u></p> <p>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.</p>
AC5012-8	<p><u>Coaching Fundamentals of Speed Development</u></p> <p>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.</p>
AC5014-8	<p><u>Coaching Theory, Methods, and Issues</u></p> <p>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.</p>

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.

MEd Courses in CPW Specialization – 30 credit hours

4 additional courses will be selected from the following:

CPW5010-8	<p><u>Wellness Coaching - Lifestyle Change</u></p> <p>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.</p>
CPW5011-8	<p><u>Wellness Leadership and Professional Development</u></p> <p>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.</p>
CPW5012-8	<p><u>Business Aspects in Corporate Fitness and Wellness</u></p> <p>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,</p>

	<p>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.</p>
CPW5013-8	<p>Worksite Health Promotion</p> <p>In this course, students will learn the fundamental theories related to research and practice in health promotion within the workforce. Topics will include a comprehensive overview of worksite health promotion that illustrates the importance of today's workplace. Students will learn a step by step approach to planning, implementing, and evaluating corporate wellness programs.</p>

Curriculum and Teaching (CT) Specialization

The purpose this specialization is to provide teachers with the tools and competencies to expand their professional effectiveness. Students will explore the latest practices in education, principles of teaching and learning, evaluation of current research and critique of effective curricula design.

MEd Courses in CT Specialization – 30 credit hours

4 additional courses will be selected from the following:

CT5000-8	<p>Curriculum and Instructional Strategies</p> <p>The purpose of this master's level course is to provide an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Students will learn to integrate theory and practice. Students will study accountability and high stakes testing, historical precedents, local and federal accountability rules. Students will be encouraged to distinguish between testing and accountability. Reflection and discussion</p>
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	will enhance deep understanding.
CT5003-8	<p>Principles of Teaching and Learning</p> <p>The foundations of teaching and learning can be viewed from several perspectives. One such perspective includes the principles supporting the theories and models used today by educational practitioners; this course will focus on such principles. Students will contrast and evaluate the development, motivation, and transfer of learning processes and models. Students will also evaluate learning styles and metacognition for possible changes that can improve teaching practices. Finally, students will analyze the influence of emotional, social, and cultural contexts in order to make effective decisions that support school structures that enable student learning.</p>
CT5010-8	<p>Teaching, Learning, and Assessment Styles</p> <p>In this course, students will be provided an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Topics include: curriculum design and development, curriculum standards, high stakes testing, historical precedents, reflection, the information processing model, and models of teaching and learning.</p>
CT5011-8	<p>Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning</p> <p>Teaching involves more than delivery of knowledge – it involves transfer of knowledge. In this course, graduate students will learn how to plan instruction to maximize this transfer for all students. They will learn the appropriate and beneficial applications of learning and teaching styles, multiple intelligences, and other ways of learning. They will analyze the options for</p>

	<p>evaluating and revising student assessment methods and discover what works best within diverse learning contexts. The student will integrate insights for maximizing styles, multiple intelligences, and assessments within a plan for developing best practices and continuing professional development.</p>
CT5012-8	<p>Teaching Foundations for Language and Literacy</p> <p>In this course, students will learn about the foundations and principles of language and literacy development in a child's early years. Theory, strategies, activities as well as a summative assessment are presented throughout this course to assist teachers in gaining a thorough perspective on promoting language and literacy fluency. Student will be asked to reflect on their own understanding of language development and reflect on their teaching of language.</p>
CT5013-8	<p>The Classroom: Management and Organization for Student Achievement</p> <p>In this course, students investigate, synthesize, and apply research-based best practices in classroom management and organization to maximize student achievement. Students will analyze major philosophical positions and theoretical models and their influences on classroom management practices. Students will integrate principles of curriculum development and models of instruction, management, and discipline to effect optimum student learning.</p>

Early Childhood Education (ECE) Specialization

This program is tailored for Master's degree students who desire to model, coach, and guide young children through the first years of life when social, physical, cognitive, and emotional development occur. Skilled educators create an environment that serves as a foundation for a Child's health and well-being. In this specialization, educators will learn to assess educational potential, create instructional programs, direct and coordinate learning activities, and manage early childhood classrooms.

MEd Courses in ECE Specialization – 30 credit hours

4 additional courses will be selected from the following:

ECE5001-8	<p><u>Foundations of Early Childhood Education</u></p> <p>In this course, students will examine the historical, theoretical, and developmental foundations of education for students in Pre-K through grade three. An emphasis will be placed on theoretical perspectives related to early childhood development, including students with exceptional needs and English Language Learners. Course activities include investigating a variety of historical and contemporary models, educational concepts, and practices essential to developmentally appropriate classrooms, delivery systems, and educational innovations. It is strongly encouraged that students pursuing a specialization in ECE take this as their first specialization course.</p>
ECE5002-8	<p><u>Growth and Development of Young Children</u></p> <p>Students enrolled in this course will explore theories and research related to the education of young children. The intellectual, social, emotional, and physical growth and development of infants, toddlers, and young children will be examined. Implications for the construction of developmentally appropriate early childhood education instructional programs will be a resulting focus.</p>
ECE5003-8	<p><u>Administration of Early Childhood Programs</u></p> <p>In this course, students will focus on the administrative development and implementation of early childhood</p>

	<p>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.</p>
ECE5005-8	<p><u>Children and Families in a Diverse Society</u></p> <p>In this course, multicultural and anti-bias issues in early childhood settings are introduced. Students will explore culturally relevant methods for working with children and families. Upon completion of this course, students will have a comprehensive understanding of multi-cultural, bilingual, and anti-bias issues, and appropriate strategies for providing culturally relevant programs in an early childhood setting.</p>
ECE5007-8	<p><u>Children's Literature</u></p> <p>This course provides students with effective strategies for using literature to support emerging literacy skills. Students will explore a variety of criteria for selecting high-quality literature in all genres for infants, toddlers, preschoolers, and primary age children. Students will investigate strategies to support the development of children's language, cognitive skills, personality, social and moral development, and aesthetic and creative development. Upon completion of this course the prospective early childhood educator will have a comprehensive understanding of high quality children's literature and its use as a teaching tool for literacy development in educational settings from infancy to age 8.</p>
ECE5009-8	<p><u>Early Childhood Education</u></p> <p>In this course, students will integrate and apply their learning of early childhood education in a comprehensive manner.</p>

	<p>Student will reflect on content from courses taken earlier in the program and develop a more in-depth understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices, center-based curriculum, and aspects of professionalism as they apply to early childhood settings.</p>
<p>CT5004-8</p>	<p>Foundations of Language and Literacy Education</p> <p>This course will assist educators in learning more about the foundations of language development and the impact language acquisition has on literacy learning. Educators will be asked to reflect on their own understanding of language development and reflect on their teaching of language.</p>
<p>CT5005-8</p>	<p>Literacy Teaching and Learning</p> <p>This course provides students working in professional teaching settings opportunities to develop their understanding of the eight principles guiding literacy development in the early years. Theory, strategies, activities as well as a summative assessment are presented throughout this course to assist teachers in gaining a more thorough perspective on literacy development in the early grades.</p>

Educational Leadership (EDL) Specialization

Leaders must possess the knowledge to assess current education trends and address the ever-changing conditions of education today. This specialization focuses on a variety of values and practices in modern education. Courses provide a historical perspective from which to guide educational reform, evaluate the needs of diverse student populations and improve educational outcomes.

MEd Courses in EDL Specialization – 30 credit hours

4 additional courses will be selected from the following:

ED5008-8	<p><u>Teaching Diverse Students</u></p> <p>In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.</p>
EDL5004-8	<p><u>School Law</u></p>
ED5011-8	<p><u>Leading and Developing Human Capital</u></p> <p>This Master's level course will provide students with opportunities to research, practice problem solving and leadership skills as applied to human resource issues. Course activities include evaluating ISLLC standards, developing organizational culture, approaches to decision-making, planning and development, mentoring, and human resource policies and procedures.</p>
ED5012-8	<p><u>Leadership in Educational Organizations</u></p> <p>This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.</p>

EDL5013-8	School Finance
ED5014-8	School Organization <p>In this course, students will be introduced to organizational theories, systems, and concepts of leadership as they pertain to schools and related educational settings. An exploration of philosophical and practical trends and issues pertaining to the organization and management of schools will provide students with insight into the inherent conflicts surrounding what is best for students as they prepare to enact transformative leadership in globally-focused twenty-first century schools.</p>
ED5015-8	School Safety <p>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.</p>
ED5016-8	Instructional Supervision and Leadership <p>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</p>

	upon the student gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.
ED5025-8	<p>Education for Social Change</p> <p>In this course, students will focus on the dynamic relationships between education and a variety of social, institutional, economic, and cultural change issues. Students evaluate how broader events and trends affect the structure and purpose of educational systems. Topics include ethnicity and race, socioeconomic status, gender, children with exceptionalities, religion, the achievement gap, and cultural norms.</p>
ED5031-8	<p>Policy and Politics in the Administration of Education</p> <p>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.</p>
EDL5033-8	<p>School-Based Leadership</p>

E-Learning (EL) Specialization

This specialization provides the professional educator with the knowledge to implement technology as a tool for teaching and learning. The specialization explores the design of activities to engage the traditional and the virtual student. The student will develop a skill set to effectively and efficiently integrate technology in a seamless manner to enhance delivery of teaching and learning

experiences.

MEd Courses in EL Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

EL5006-8	<p><u>Adult Learning Theories</u></p> <p>During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective.</p>
EL5007-8	<p><u>Ethics and Legal Issues</u></p> <p>This course will examine potential legal and ethical issues involved in online courses and programs. Ethical principles that relate to copyright, intellectual property, negligence, and privacy will be explored. This course will provide educators with a general framework for addressing issues such as ownership of electronic course materials, determining whether a work is in the public domain, and the proper use of copyrighted works at a distance. Prevention of plagiarism in the digital environment will also be addressed.</p>
EL5009-8	<p><u>Mobile Devices for Teaching and Learning</u></p> <p>In this course, students will receive an introduction to teaching and learning using mobile devices. This course will present a conceptual and theoretical foundation for implementing mobile devices into the curriculum including exploration, examination, and evaluation</p>

	<p>for the efficacious use of mobile devices in the classroom. Students will analyze related mobile technology processes and techniques for effectively using these devices. Students will also explore the structural aspects, pedagogical issues, curriculum design, psychological and group dynamics, ethical and social issues, as well as the practical issues of using mobile devices.</p>
<p>EL5001-8</p>	<p>Introduction to Principles and Practices in E-Learning</p> <p>In this course, students will receive an introduction to the teaching and learning strategies in the e-learning environment. Students will examine the basic foundations of e-learning, instructional principles used to develop effective online courses and materials, and the assignments and assessments that are used in e-learning. Students will design a professional development or corporate training activity based on best practices in e-learning.</p>
<p>EL5002-8</p>	<p>Introduction to E-Learning Instructional Strategies</p> <p>This course will introduce to students the strategies necessary to facilitate learning using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of students, guiding collaborative online learning activities, and administering online assessment and evaluations.</p>
<p>EL5003-8</p>	<p>Instructional Design Strategies</p>

	<p>This course is designed to prepare the student with an understanding of instructional strategies and their role in designing authentic online activities in the field of education and training arenas. The use and understanding of constructivist-based pedagogical models and Integrative Learning design Framework (ILDF) will provide a foundation for students and assist in developing effective online activities for an online course.</p>
<p>ED5008-8</p>	<p><u>Teaching Diverse students</u></p> <p>In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.</p>
<p>CT5000-8</p>	<p><u>Curriculum and Instructional Strategies</u></p> <p>The purpose of this master's level course is to provide an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Students will learn to integrate theory and practice. Students will study accountability and high stakes testing, historical precedents, local and federal accountability rules. Students will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.</p>

English Second Language (ESL) Specialization

As the diversity of student populations change globally, teaching English as a second language is a skill in high demand. This program enhances skills in communicating with speakers of other languages and integrating techniques to successfully instruct students in English proficiency. (Note: students seeking ESL/ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

MEd Courses in ESL Specialization – 30 credit hours

4 additional courses will be selected from the following:

ED5008-8	<p>Teaching Diverse students</p> <p>In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.</p>
ESL5001-8	<p>Foundations of Instruction for Non-English Language Background Students</p> <p>This course establishes the rationale for English as a Second Language and bilingual education, preparing reflective practitioners and educational leaders to address issues and concerns critically and analytically in the classroom. It provides a comprehensive survey of bilingual/ESL strategies for non-English language background students while expanding the student's understanding of best educational practice. Students will explore models of bilingual education and language development.</p>
ESL5003-8	<p>Assessment of Linguistically Diverse Students</p>

	<p>In this course, students will focus on the most pressing needs for teachers of linguistic minority students in an English instructional context. In addition, the course will cover the assessment of English language proficiency for linguistic minority students, and multiple measures for the academic assessment of linguistic minority students in classrooms. Topics include: language assessment tools, scales of assessment, graphic organizers, portfolios, and instructional modifications.</p>
<p>ESL5005-8</p>	<p><u>English as a Second Language</u></p> <p>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.</p>
<p>ESL5006-8</p>	<p><u>ESL and Bilingual Instructional Methods</u></p> <p>This course focuses on instructional strategies and methodologies for the bilingual-bicultural student. The course covers teaching oral language and literacy skills (reading/writing) and the integration of culture in reading and writing in the content areas. Students will explore teaching in multicultural context for oral language development, adapting and developing lesson designs and materials, facilitating the reading process, coaching the developing second language writer, and strategies for teaching literature.</p>
<p>ESL5007-8</p>	<p><u>Second Language Acquisition</u></p>

	<p>In this course, students will focus on presenting an overview of the field of SLA and on important practice and research in second language acquisition (SLA). SLA research examines the way in which humans acquire second, third, fourth, etc., languages. Topics include: learner language, summaries of published research on learner language, and the implications of published research for applied linguistics.</p>
<p>ESL5008-8</p>	<p><u>Building Parent, School & Community Partnerships for ESL Students</u></p> <p>In this course, students will master knowledge, skill sets, leadership skills, and competencies to increase family and community involvement in their schools. Students, administrators, and other educational service providers will utilize analytical approaches and strategies to improve communication and minority parent involvement in bilingual education, ESL, ESOL, migrant education, and Title I programs.</p>
<p>ESL5010-8</p>	<p><u>Practicum for ESL/Bilingual-Bicultural Education</u></p> <p>This course will allow students to gain supervised experience teaching English as a Second Language to students. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for students who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.</p>

General Education Specialization

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

Students must complete a minimum of 12 credit hours for the specialization in General Education. Students may take education courses at the 5000 level including up to two courses from other fields (Psychology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to select their specialization courses based on personal and professional goals and to work with their Academic Advisors to revise their degree plan.

Recommended Specialization Courses* - Select 4 courses from the list of specialization courses:

EDL5004-8	Education Law 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.
ED5008-8	Teaching Diverse Students In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking

	<p>into consideration epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.</p>
<p>ED5012-8</p>	<p><u>Leadership in Educational Organizations</u></p> <p>This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.</p>
<p>ED5013-8</p>	<p><u>School Finance</u></p> <p>In this course students will develop an understanding of and practical experience with the major concepts and tools in school finance. Students will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.</p>
<p>ED5014-8</p>	<p><u>School Organization</u></p>
<p>ED5023-8</p>	<p><u>Multicultural Relationships in Educational Organizations</u></p> <p>The effects of cultural diversity on organizational behavior in an educational</p>

	<p>environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.</p>
ED5029-8	<p>Measurement and Assessment in Education</p> <p>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.</p>

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Global Training and Development (GTD) Specialization

This specialization prepares students to develop and implement effective training in a variety of fields. Instructional design and the incorporation of technology and teaching strategies for the adult student are the focus of the specialization. Additionally, the student is prepared to address workplace issues such as the development of human capital and conflict resolution issues. The specialization prepares students to identify emerging workforce issues and to resolve the issues through effective training and instruction.

MEd Courses in GTD Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

GTD5000-8	<p><u>Leading the Global Workforce: Paradigms and Possibilities</u></p> <p>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.</p>
GTD5005-8	<p><u>Introduction to Successful Global Training Techniques</u></p> <p>This course explores basic principles of global training and development in corporate and educational settings. Students will explore best practices to uncover links that can be made to increase the value of global training and development in light of leader expectations. Topics will include diversified training approaches, differentiated and accelerated learning concepts and theories, and successful classroom and web strategies that can be utilized successfully in a global context.</p>
GTD5007-8	<p><u>The Role of Technology in the Global Training Marketplace</u></p> <p>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.</p>
GTD5011-8	<p><u>Introduction to Best Practices for Training and Presenting to International Audiences</u></p>

	<p>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.</p>
<p>GTD5013-8</p>	<p><u>Evaluating Training Programs</u></p> <p>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.</p>
<p>GTD5019-8</p>	<p><u>Trainer as Consultant in the Global Marketplace</u></p> <p>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.</p>
<p>ED5036-8</p>	<p><u>Innovation and Change</u></p> <p>In this course, students will explore various change theories, and best practices for successful implementation</p>

	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.
ED5038-8	<p>The Art and Science of Adult Education</p> <p>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.</p>

Instructional Leadership (IL) Specialization

Contemporary schools are often funded and ranked on their ability to assess and guarantee learning. This specialization introduces analysis of the instructional capacity of schools, improving student achievement, and develops teacher leaders in providing assessment and improvement strategies. Organizational development and educational change are also addressed in this specialization. Students utilize reflective decision making to assist with the development and implementation of practical solutions to education issues.

MEd Courses in IL Specialization - 30 credit hours

4 additional courses will be selected from the following:

CT5003-8	<p>Principles of Teaching and Learning</p> <p>The foundations of teaching and learning can be viewed from several perspectives. One such perspective includes the principles supporting the theories and models used today by educational practitioners; this course will focus on such principles. Students will contrast and evaluate the development, motivation, and transfer of learning processes and models. Students will also evaluate learning styles and metacognition for possible changes that can improve teaching practices. Finally, students will analyze the influence of</p>
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	<p>emotional, social, and cultural contexts in order to make effective decisions that support school structures that enable student learning.</p>
ED5011-8	<p>Leading and Developing Human Capital</p>
ED5012-8	<p>Leadership in Educational Organizations</p> <p>This Master's level course will provide students with opportunities to research, practice problem solving and leadership skills as applied to human resource issues. Course activities include evaluating ISLLC standards, developing organizational culture, approaches to decision-making, planning and development, mentoring, and human resource policies and procedures.</p>
ED5014-8	<p>School Organization</p> <p>In this course, students will be introduced to organizational theories, systems, and concepts of leadership as they pertain to schools and related educational settings. An exploration of philosophical and practical trends and issues pertaining to the organization and management of schools will provide students with insight into the inherent conflicts surrounding what is best for students as they prepare to enact transformative leadership in globally-focused twenty-first century schools.</p>
ED5016-8	<p>Instructional Supervision and Leadership</p> <p>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</p>

	<p>enhance professional growth while showing the importance of sensitivity to individual needs. Emphasis is placed upon the student gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.</p>
<p>ED5025-8</p>	<p><u>Education for Social Change</u></p> <p>In this course, students will focus on the dynamic relationships between education and a variety of social, institutional, economic, and cultural change issues. Students evaluate how broader events and trends affect the structure and purpose of educational systems. Topics include ethnicity and race, socioeconomic status, gender, children with exceptionalities, religion, the achievement gap, and cultural norms.</p>
<p>IL5000-8</p>	<p><u>Instructional Leader as Creator of Learning Culture</u></p> <p>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.</p>
<p>IL5001-8</p>	<p><u>Instructional Leader as Advocate and Decisioner</u></p> <p>In this course, students examine the role of instructional leader as that of advocate and decision maker. The importance of this particular role is grounded in the realization that the instructional leader articulates the vision that reflects the mission, core values, beliefs, and purpose of the educational enterprise. Additionally, the instructional leader's role</p>

	<p>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.</p>
<p>IL5002-8</p>	<p><u>Instructional Leader as Community Conduit</u></p> <p>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.</p>

International Education (IE) Specialization

The master’s degree program in International Education allows students to focus on issues of educational development, comparative systems, and international policy. The program promotes an understanding of global perspectives which impact education in the United States. Skills will be developed in areas of cultural awareness, international education theory, and global trends. Students will develop the practical knowledge required to work within the context of complex global challenges influencing education around the world. The program provides a strong foundation for further study and prepares students for careers in international and community-based organizations.

MEd Courses in IE Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

<p>ED5008-8</p>	<p><u>Teaching Diverse students</u></p> <p>In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking</p>
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into consideration epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.

ED5012-8

[Leadership in Educational Organizations](#)

This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.

IE5001-8

[Introduction to Global and Comparative Education](#)

In our global world, it is increasingly important for educators to have an understanding of the theories of comparative education, national analysis, and the tools to apply global transfer and borrowing. In this course, students will develop the skills needed to be effective educators in a global society. Graduate students will explore the connections between diverse educational systems and evaluate various theories of comparative education. In addition, students will debate the legitimacy of comparative education as a field of study and analyze the intersection of culture and education. Because comparative education requires an interdisciplinary approach of study, students will engage a wide cross-section of inquiry to develop a deeper understanding of global educational trends.

IE5003-8	<p><u>International Education Concepts and Theory</u></p> <p>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.</p>
IE5005-8	<p><u>International Organizations in Global Education</u></p> <p>This course introduces graduate students to global education organizations. As educators become more knowledgeable about global education and better understand the policies and foundations of diverse cultures and educational systems, they will better be able to work with and assist other professionals with whom they previously had no connection. Students will explore diverse topics ranging from International Baccalaureate Programs to methods of contextualizing international higher education.</p>
IE5007-8	<p><u>Conflict Resolution in an International Context</u></p> <p>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</p>

	of the theoretical, conceptual, and methodological breadth of the conflict resolution in an international context.
IE5013-8	<p>Globalization and Educational Change</p> <p>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.</p>
IE5021-8	<p>Education and National Development</p> <p>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.</p>

Leadership in Higher Education (LHE) Specialization

This specialization prepares students to excel in higher education leadership and to pursue careers as higher education specialists and managers. The focus is on legal issues, finance, and organizational leadership in higher education.

MEd Courses in LHE Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

ED5038-8	<p>The Art and Science of Adult Education</p> <p>In this course, students will gain a knowledge base organized around four domains: professional attitudes;</p>
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	<p>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.</p>
LHE5004 / LHE5004-8	<p>The Organization of Higher Education</p> <p>In this course, students will receive an introduction to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topics to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.</p>
LHE5005-8	<p>Exploring Legal Issues in Higher Education</p> <p>In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education. Topics include: academic freedom, liability for student behavior, separation of church and state, antidiscrimination statutes and academic discipline.</p>
LHE5008-8	<p>Financial Issues in Higher Education</p> <p>This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.</p>
LHE5009-8	<p>A History of Higher Education</p>

	<p>In this course, students are introduced to the historical origins of higher education in the United States. Significant periods in the development of higher education in this country are covered, as well as the evolution into today's contemporary and complex system of higher education. Topics include: education models, progressive movements, federal higher education acts, community colleges, access, diversity and opportunity.</p>
LHE5010 / LHE5010-8	<p><u>Topics in Higher Education</u></p> <p>This course explores areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with faculty to create a self-directed study plan on a topic appropriate for master's-level study.</p>
LHE5011-8	<p><u>Leadership for Higher Education</u></p> <p>The purpose of this course is to provide an introduction to the nuances of higher education leadership and theory. Emphasis will be given to the practical application of higher education leadership theories in the academic and administrative roles of an institution of higher education.</p>
LHE5013-8	<p><u>The Community College</u></p> <p>This course provides a general and introductory understanding of curricular issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development and management as well as assessment.</p>

Organizational Leadership (OL) Specialization

Students develop skills to be effective organizational leaders by building a knowledge base in conflict resolution, organizational capacity, and executive leadership skills. The curriculum serves to enhance the student's understanding and practice of leadership in a variety of educational fields.

MEd Courses in OL Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

OL5030-8	<p>Organization Development</p> <p>In this course, students will explore the theoretical and practical underpinnings of 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 essential elements of effective leadership, dynamic culture, and interactive community and their influence in shaping organizational health and wellness.</p>
OL5001-8	<p>Resolving Conflict</p> <p>In this course, students will examine conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. Students will also examine the nature of conflict - its origins, sources, and types - as well as the concepts and skills of proactive intervention, conflict resolution and utilizing various conflict resolution strategies in organizational settings.</p>
OL5002-8	<p>Organization Capacity</p> <p>Organizations are constantly remaking themselves to stay current with best practices. Organizational leaders are at the helm of identifying needs and developing organizational potential. An organization's ability to reach a certain performance potential is known as "capacity". When an organization is operating at capacity, it is able to use</p>

	<p>resources to accomplish goals and meet expectations. Organizational leaders are responsible for promoting capacity to improve the performance at all levels. In this course, graduate students will explore the intersection of leadership strengths and organizational capacity.</p>
<p>OL5003-8</p>	<p><u>Leading for Change</u></p> <p>Organizations change as they respond to their environment. Leaders who understand the change process are better equipped to guide their organizations when the conditions within which they operate are in flux. This course is for students who desire to be change agents. They recognize that leading change requires the alignment of values with vision, mission, and organizational goals. They are committed to continued growth in skill and knowledge, and are eager to apply their leadership talents to foster positive organizational change.</p>
<p>OL5007-8</p>	<p><u>Leader as Coach</u></p> <p>In this course, students will gain the knowledge of developing quality organizational leaders within the framework of a professional learning community. Coaching practices and approaches will be analyzed and characteristics, roles, and responsibilities of a good coach will be identified and related to the support and retention of educators. The precepts of coaching will be applied as students develop a plan for a mentoring program within their own organization. Throughout this course, students will thoroughly explore ways that reflective coaching practice can improve organizations.</p>
<p>OL5008-8</p>	<p><u>Nonprofit Organizations</u></p>

	<p>In this course, students will explore leadership opportunities within nonprofit organizations. Topics include: nonprofit challenges, mission statements, communication strategies, volunteer recruitment and retention, and using data to make decisions.</p>
<p>OL5009-8</p>	<p><u>Strategic Planning</u></p> <p>In this course, students will be provided with requisite skills to be effective strategic managers. This course is about both the design and execution of management strategies. Students will develop skills to think systematically and strategically about aspects of the organization. Students will also develop an understanding of how to implement organizational change through policy to achieve goals.</p>
<p>OL5017-8</p>	<p><u>Systemic Leadership: Systems Thinking and Systems Dynamics</u></p> <p>In this course, students are introduced to the organizational components of systems thinking. Mastery of course concepts is demonstrated through synthesizing the guidelines of systems thinking to an organization. Topics include: concept maps, solution brainstorming, short-term vs. long-term solutions, decision-making, and performance capacity.</p>

PK-12 Principal Leadership Specialization (Prepares Candidates for Arizona PK-12 Principal Certification)

This specialization is designed to prepare candidates to be eligible for institutional recommendation for PK-12 principal certification in the State of Arizona. This preparation is intended for individuals interested in earning a graduate degree and in seeking an administrative certification to work as principals or assistant/associate principals in PK-12 (i.e. PK-2, K-3, K-6, K-8, 7-12) school settings or in other educational settings wherein a graduate degree and PK-12 administrative certification are required.

MEd in PK-12 Principal Leadership – 36 total credit hours

Candidates will take the courses below. If additional graduate courses beyond the 36 credits are needed to meet state-specific PK-12 principal certification requirements, they may be taken at NCU in addition to the 36 required credits, or transferred into the program with permission.

PL5035-8	<p><u>Supervision of the PK-12 Curriculum</u></p> <p>Candidates enrolled in this course will develop skills and knowledge required to manage curricular resources and delivery to ensure congruence among the written, taught, and tested curricula. Curricular issues will be addressed from local/state, national, and international perspectives. Candidates will also build the skills and knowledge required to help faculty members implement consistent and equitable instructional programs, materials, and products to support student achievement and institutional goals.</p>
PL5016-8	<p><u>Instructional Supervision and Leadership for PK-12 Principals</u></p> <p>In this course candidates will examine supervisory leadership for PK-12 principals within the economic, social, political, and educational context of schools. A concept of supervision and leadership is presented to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual teacher needs. Emphasis is placed upon supervisory leadership as it applies to individual teachers, faculty teams, and the improvement of instruction in PK-12 settings.</p>
PL5004-8	<p><u>School Law for PK-12 Principals</u></p> <p>PK-12 Principals 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 the role of federal case</p>

law in setting public school policy. Topics include Constitutional student rights regarding free speech and search and seizure. Legal foundations for safety, building emergency, and attendance policies will be addressed in addition to policies regarding teachers' rights, due process, and contractual employment considerations. Information in the course is critical to understanding the basic local, state, and federal legal structures pertinent to schools, teachers, and students.

PL5013-8

[School Finance for PK-12 Principals](#)

In this course, candidates will gain knowledge of and practical experience with the major concepts and tools in school finance. Candidates will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide prospective school principals with an understanding of the general principles of education finance that can be applied in any PK-12 educational setting.

PL5050-8

[The PK-12 Principalship](#)

In this course, candidates will explore fundamental skills necessary for administrative leadership in PK-12 school settings. Using the ISLLC standards as a base, students will evaluate the myriad ways in which PK-12 principals promote the success of every student. Strong leadership is fundamental to the creation of successful centers for learning. Topics include developing PK-12 school vision and mission, leadership styles and developmental stages, analysis of school report card data, facilitating teacher leadership, and planning for action research.

Additional specific information is available in the Principal Leadership Handbook.

Special Education Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

MEd Courses in Special Education Specialization – 30 credit hours

4 additional courses will be selected from the following:

SE5000-8	<p><u>Introduction to Special Education</u></p> <p>In this course, students will expand their basic knowledge and experiences related to special education and teaching of students with disabilities. Course activities include identification of students with special needs, specific exceptionalities, legal issues, assessment procedures, service delivery models, programming, and history of special education services. Students pursuing a specialization in special education take this as their first specialization course. Students explore a range of topics and survey the characteristics of various disabilities to gain insights into service delivery needs.</p>
SE5001-8	<p><u>Exceptional Student Assessment</u></p> <p>In this course, students will be introduced to the current evaluation processes to identify pK-12 students for services under the Individuals with Disabilities Education Improvement Act. Topics include: social and ethical implications of test use, testing procedures, assessment results, the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.</p>

SE5002-8	<p><u>Characteristics of Learning Disabled Students</u></p> <p>In this course, students will identify characteristics and review instructional procedures and best practices for students with mild disabilities. Topics include: teaching individuals with mild disabilities in inclusive settings, how to select from a variety of strategies appropriate for students with mild disabilities, and ways to support general education teachers serving students with special needs in inclusive settings will also be addressed.</p>
SE5003-8	<p><u>Characteristics of Emotionally Disabled Students</u></p> <p>In this course, students will explore common characteristics, best practices for identification, and instructional practices utilized to serve students with emotional or behavioral disorders. Major emphasis is placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will be addressed as well as how to select a variety of appropriate instructional strategies.</p>
SE5004-8	<p><u>Teaching Methods for the Mentally Disabled</u></p> <p>In this course, students are introduced to the various educational programs and teaching strategies that have been used successfully to assist students with disabilities. Students will develop an understanding of how to plan individualized education programs by</p>

	<p>assessing individual student needs; modifying or designing instruction to improve student performance; and analyzing, selecting, and adapting curriculum for students with special needs.</p>
SE5005-8	<p><u>Special Education Law</u></p> <p>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.</p>
SE5006-8	<p><u>Teaching Strategies for Learning Disabled and Behavioral Disorders</u></p> <p>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.</p>
SE5007-8	<p><u>Exceptional Student Management</u></p> <p>In this course, students will study the historical development of behaviorism,</p>

the responsible use of applied behavior analysis, the appropriate development of behavioral goals and objectives, the accurate collection and recording of information, and the appropriate methods of controlling and shaping behavior. Ideas on how to manage challenging behaviors in inclusive classrooms and best practices for conducting functional behavior assessments, the design and review of behavior intervention plans, and individualized student management programs will be reviewed.

SE5008-8

[Language Disabilities](#)

Students in this course will focus on components of successful oral and written communication skills and the identification of language disorders. This course includes information on how to evaluate language delays, utilize assessment techniques, and enhance literacy skills for students with disabilities. Augmentative and alternative communication systems are explored. The course will address the role of language in learning as it relates to enhancing literacy skills and achieving success in inclusive classrooms, as well as language skills for students with autism and emotional disabilities.

SE5009-8

[Transition Programs for Exceptional Students](#)

In this course, students will learn processes of transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum will be emphasized. Preparing students with disabilities for transition from school to work in the community and the development of appropriate pathways to success will be

covered as well as the development of interagency agreements for service delivery to students with disabilities. Exiting the school setting, career planning, and preparation for job placement will also be addressed.

Sports Management Specialization

Both coaching and athletic administration are growing as professional disciplines. This program is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sports Management specialization is for professional educators interested in PK-12 athletic administration and offers an outstanding professional development opportunity for those already serving as coaches and athletic administrators by advancing their knowledge and skills in the field.

Courses focus on leadership, legal aspects in athletics, financial analysis, marketing, sports governance, events and facilities management, ethics. Basic concepts are addressed in each course and application of those concepts emphasized. Courses will have a contemporary focus, emphasizing current problems and opportunities related to the content area. Most courses will emphasize projects and activities directly related to the student's work setting.

MEd Courses in Sports Management Specialization – 30 credit hours

4 additional courses will be selected from the following:

SM5000-8

[Leadership and Administration of Athletic Programs](#)

In this course, students will explore the methods, principles, and decision-making responsibilities of a school athletic administrator. Through readings, interactive discussions, and independent activities, students will have the opportunity to equip themselves with skills in leadership, management, communication, and curriculum development, and they will apply these skills by taking on the role of a school athletic director and tackling some of the problems involved in the development and supervision of school athletic programs and events.

SM5002-8	<p><u>Legal Aspects in Athletics</u></p> <p>In this course, 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.</p>
SM5004-8	<p><u>Ethics in Sports</u></p> <p>The purpose of this Master's level course is to promote critical examination of ethical issues and moral dilemmas that are inherently found within interscholastic sports settings. Students will explore, research, and analyze ethics and morality in interscholastic sports settings. A series of written assignments will provide reflective opportunities for learners to develop self-awareness and knowledge of how to become character driven, effective leaders. Students will develop an understanding of character based educational athletics and will be challenged to examine personal philosophies, clarify values, and refine moral reasoning skills relative to interscholastic athletics administration.</p>
SM5006-8	<p><u>Sports Governance and Policy Development</u></p> <p>This Master's level course introduces the concepts related to the governance and policy development of interscholastic athletic programs. The roles of the National Federation of State High School Associations (NFHS), National Interscholastic Athletic Administrators Association (NIAAA), the state athletic/activity associations, and federal/state guidelines will be examined.</p>

	<p>Local board of education governance and the structure of local athletic programs will be reviewed. The course will also touch upon sample athletic program philosophies and departmental organizational structure and procedures.</p>
<p>SM5008-8</p>	<p><u>Event and Facility Management and Programming</u></p> <p>In this course, 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.</p>
<p>SM5010-8</p>	<p><u>Marketing in Athletics</u></p> <p>In this course, student will learn how the dynamics of marketing and consumer behavior apply to sports organizations is essential for those who desire to become professionals within interscholastic athletics. Beginning with an overview of basic marketing theories and concepts, Students will gain insight into the ethics of sport marketing, fundraising, and sponsorship while analyzing leagues, teams, and events. Students will apply this insight by developing a marketing plan for an athletic program.</p>
<p>SM5012-8</p>	<p><u>Issues in Athletic Administration</u></p> <p>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</p>

sports' impact on society, society's impact on sports, and the governance of sports programs.

SM5014-8

[Financial Administration of Sports Facilities and Programs](#)

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.

Mission Statement

The mission of the School of Education at Northcentral University is to prepare professional educators at all levels to become effective leaders, reflective practitioners, and successful communicators within the diverse field of education. The School of Education's mission is centered on improving teaching, learning, research and leadership contributions throughout all levels of human development and education.

Vision

Northcentral's School of Education is a global leader in delivering career-long professional preparation and development through excellence in student-focused online environments.

School of Education Goals

The School of Education at Northcentral University will produce professional educators who can:

- apply concepts of the disciplines
- effectively communicate, conduct sound, open-minded research
- address educational issues critically and reflectively
- create solutions to problems based on knowledge, research, critical thinking skills, and collaboration
- respect diverse cultures and backgrounds
- demonstrate a commitment to the highest ethical and professional standards through accreditation
- foster effective discussion of theoretical problems within the educational profession
- nurture a commitment to life-long learning

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 grade of "B" or better in order to receive the certificate.

Basis of Admission

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

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization.

Transfer of Credit hours into Post-Master's Certificate

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

Post-Master's Certificate Transfer into a Doctoral Sequence

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

- Coursework completed within a Post-Master's Certificate program, where a grade of (B) or better was earned, 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.

Completion Period for Post-Master's Certificate

Normal time to completion for this program is 18 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has

revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Northcentral University allows 2 years to complete all Post-Master's Certificate.

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

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

EXAMPLE: Student obtains a Post-Master's Certificate through the School of Business, but wants to obtain a doctorate through the School of Behavioral and Health Sciences.

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

Course Length

Existing Post-Master's Certificate students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing Post-Master's Certificate students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of 12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

Post-Master's Certificate offered by the School of Education

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

Curriculum & Teaching (CT)

18 credit hours

CT7000-8	Developing Instructional Strategies and Curriculum In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement
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	<p>curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change.</p>
<p>CT7001-8</p>	<p><u>The Role of the Teacher Practitioner</u></p> <p>In this course, students will evaluate testing models and practices and their influence on achievement assessment. Topics include: The achievement gap, academic standards, sanctions, and rewards within the context of No Child Left Behind and Common Core legislation are contrasted and reviewed historically for possible intervention options. Course mastery is demonstrated through the creation of a school improvement plan.</p>
<p>CT7003-8</p>	<p><u>Teaching and Learning Foundations</u></p> <p>The foundations of teaching and learning can be viewed from several perspectives. Doctoral students will analyze the influence of emotional, social, and cultural contexts and evaluate those influences to make effective decisions that support school structures, which enable student learning. Topics include: learning theories and instructional models, effective teaching practices, multiple intelligences, and metacognition.</p>
<p>CT7006-8</p>	<p><u>Multiple Intelligences</u></p> <p>In this course, students will be introduced to Dr. Howard Gardner's theory of multiple intelligences (MI), and will evaluate how to differentiate curriculum to maximize its benefits for students. Students will analyze the options for evaluating and revising assessment</p>

	<p>methods and tools to include MI theory in curriculum development. In addition, specific intelligences will be evaluated for their contributions to personal and professional development.</p>
<p>CT7007-8</p>	<p><u>Leadership for Student Achievement</u></p> <p>Leadership for Student Achievement provides doctoral students with learning opportunities to maximize student achievement. Major instructional models are compared and evaluated to enable a positive, supportive classroom environment. The diverse needs of students and their learning styles are assessed and possible pro-active changes are suggested using reflective practices and the insights of differentiated instruction. Student discipline patterns and discipline management techniques are analyzed and evaluated to minimize disruptive behavior and increase learning. Doctoral students will examine and appraise research-based instructional strategies for effective classroom management. Action research plans that will explore class room self-selected management topics will be expected.</p>
<p>CT7008-8</p>	<p><u>Evaluation of Instruction</u></p> <p>In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change..</p>

Early Childhood Education (ECE)

18 credit hours

ECE7001-8	<p><u>Topics in Early Childhood Education</u></p> <p>This course presents an overview of early childhood education in American society, including currently respected theories and practical applications for educating the young child. Specifically, students will explore basic educational concepts and developmentally appropriate practices for children, pre-k – grade three, including children with exceptional needs. Historical and contemporary models and delivery systems are presented and innovations in instruction are discussed. It is suggested that students pursuing a specialization in ECE should take this as their first specialization course.</p>
ECE7002-8	<p><u>Topics in Early Childhood Growth, Development, and Educational Programs</u></p> <p>In this doctoral level course, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.</p>
ECE7003-8	<p><u>Topics in Early Childhood Program Administration</u></p> <p>This doctoral course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are</p>

	<p>addressed. Skills and competencies to implement the aforementioned concepts will also be addressed.</p>
<p>ECE7005-8</p>	<p><u>Early Childhood Curriculum and Assessment</u></p> <p>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.</p>
<p>ECE7007-8</p>	<p><u>Early Childhood Literacy and Literature</u></p> <p>This course discusses literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Since knowledge of children's literature is essential for any early childhood educator, students will determine ways to select appropriate and motivating materials to enhance an early childhood literacy program.</p>
<p>ECE7009-8</p>	<p><u>Families, Communities, and Schools as Partners in Early Childhood Education</u></p> <p>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,</p>

child advocacy, formulating effective strategies for working with families of special needs children, and societal trends and issues specific to diversity.

Educational Leadership (EDL)

18 credit hours

ED7004-8	<p>School Law</p> <p>In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation, and practices to avoid.</p>
ED7008-8	<p>Educating a Diversity of Students</p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.</p>
ED7012-8	<p>Educational Leadership</p> <p>In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational</p>

	settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.
ED7013-8	Financial Issues in Schools
ED7022-8	<p>Policies and Practices in Leadership</p> <p>In this course, students will focus on research, theory and philosophy in developing powerful schools that educate all children well, grades K through 12. Students will learn about various school reform efforts, policies and politics behind various local, states, and federal efforts, and be able to draw upon the educational change and leadership literature to develop their own process and design for better schools.</p>
ED7030-8	<p>Development of Organizational Leadership</p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>

E-Learning (EL)

18 credit hours

EL7003-8	<p>Instructional Design and Engaging E-Learning Activities</p> <p>In this course, students will examine instructional design in an online education and training environment.</p>
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	<p>Students will evaluate the relationship between instructional design and the use of various technologies. Applications of practical skills are introduced for the design and development of best experiences. Students will design activities and learning experiences for e-learning classes.</p>
<p>EL7007-8</p>	<p><u>Ethical and Legal Issues in an Online Course</u></p> <p>The purpose of this doctoral level course is to provide students with a solid foundation in cyber law and the varied legal and ethical issues that pertain to the use of technology in organizations. Students will examine and evaluate issues involving plagiarism, public domain, copyright protection, infringement, and protection. Emphasis will be placed on gaining a clear understanding of the law in order to make policies for organizations.</p>
<p>EL7001-8</p>	<p><u>Principles and Practices in E-Learning</u></p> <p>In this course, students are introduced to the essential elements in the field of e-learning. Students will develop an understanding of the principles, philosophies, best practices, approaches, technologies, and delivery models used by practitioners in the field of e-learning. The various needs e-learning practices can meet and the best ways to effectively implement e-learning into academic environments will also be explored.</p>
<p>EL7002-8</p>	<p><u>E-Learning Instructional Strategies</u></p> <p>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</p>

	<p>various learning styles, conducting effective online class discussions, monitoring the progress of learners, guiding collaborating online learning activities, and administering online assessment and evaluations.</p>
EL7004-8	<p>The Online Student</p> <p>In this course, student are introduced to key issues and practical guidance for working with students in an e-learning environment. Examination of the basic characteristics of students and the factors that are critical to the success of the online student including the student-centered, co-facilitator environment; the instructor's role in the e-learning environment, student evaluation; and student and course assessment.</p>
EL7006-8	<p>Facilitating Adult Learning Online</p> <p>In this course, students will assess pedagogical learning theories and paradigms in teaching and learning and the impact on adult learning. Integration of effective adult learning principles in an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online communities of adult learners.</p>

English Second Language (ESL)

18 credit hours

ESL7001-8	<p>Instructional Practices</p> <p>This course examines the principles and theoretical base of ESL instruction as they relate to improving instructional practices. Students will investigate theories of language acquisition and language teaching. Emphasize will be placed on research findings and students will recommended practices and</p>
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	<p>articulate a professional philosophy of instruction.</p>
<p>ESL7002-8</p>	<p><u>Cultural Diversity</u></p> <p>In this course, students will obtain awareness of both the cognitive knowledge, analysis, and synthesis skills necessary to reflectively interact with and/or serve or lead culturally diverse populations. This course will particularly emphasize effective leadership knowledge, skills, attitudes, and dispositions that are essential in effective professional relationships. Additionally, it will focus on those whose diversity is cultural and who are more likely to be encountered by the students taking the course.</p>
<p>ESL7003-8</p>	<p><u>Evaluation of Diverse Students</u></p> <p>In this course, students will focus on practices in assessing K-12 learners from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting age appropriate development in ways that are individually and culturally relevant for families and practitioners and that are consistent with current recommended practices in the field of K-12 education.</p>
<p>ESL7004-8</p>	<p><u>Bilingual Instructional Methods</u></p> <p>In this course, students will be provided a framework for instruction of students whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural</p>

	competence and cultural respect for students growing up in a bilingual world.
ESL7005-8	<p>Developing Curriculum for ESL Students</p> <p>This course prepares ESL teachers to develop curriculum for their students. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students.</p>
ESL7007-8	<p>Second Language Foundations</p> <p>The course will prepare teachers to assess the needs of English Language students (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.</p>

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 and/or Business) to fulfill their General Education certificate requirements.

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

Recommended Certificate Courses* - 18 credit hours

ED7004-8	<p>School Law</p> <p>In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation, and practices to avoid.</p>
ED7008-8	<p>Educating a Diversity of Students</p> <p>As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.</p>
ED7012-8	<p>Educational Leadership</p> <p>In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.</p>
ED7014-8	<p>Practices in School Organization</p> <p>In this course, students will examine the</p>

	<p>organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.</p>
ED7016-8	<p><u>Supervision and Leadership in Schools</u></p> <p>In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.</p>
ED7017-8	<p><u>Systems Dynamics</u></p> <p>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</p>

public educational organizations in leadership roles.

***Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Education certificate courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.**

Global Training and Development (GTD)

18 credit hours

GTD7000-8	<p><u>Human Performance: Paradigms and Possibilities</u></p> <p>In this doctoral level course, students will assess issues and trends that impact employee performance in multi-national and global organizations. Students will evaluate models and theories that lead to successful training initiatives and improve the overall performance of employees and organizations.</p>
GTD7005-8	<p><u>Strategic Links for Successful Global Training</u></p> <p>In this Doctoral level course, students will assess the intersection of organizational strategy and global training and development. Students will explore best practices in strategic training, methods used to align training activities with business goals, and design a complete strategic training plan.</p>
GTD7007-8	<p><u>The Role of Technology in the Global Training Marketplace</u></p> <p>This doctoral level course is designed to provide a frame-work for analysis, implementation, and evaluation of technology based training solutions. Students will explore the varying models and tools used in computer and web-based interventions as well as investigate</p>

	<p>the challenges of integrating these technological tools into the global training marketplace. Special emphasis will be paid to the role of evaluation throughout the decision to use and implement technology based solutions in global training and development.</p>
<p>GTD7011-8</p>	<p><u>Best Practices for Training & Presenting to International Audiences</u></p> <p>International audiences present experienced trainers with unique challenges. Understanding the best practices in training and presenting to international audiences is key in the success of global training. In this doctoral course, students will evaluate the impact of global performance culture, best practices in training design and engagement, and cross cultural training.</p>
<p>GTD7013-8</p>	<p><u>Evaluating Training Programs</u></p> <p>In this doctoral course students will analyze methods and models used to evaluate training initiatives. Students will assess the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed provide a framework for evaluating the concepts, principles, theories, and techniques of training evaluation. In this course, students will identify and clarify the training needs of organizations; consider approaches to training evaluation; design a complete evaluation plan.</p>
<p>GTD7019-8</p>	<p><u>Trainer as Consultant in the Global Marketplace</u></p> <p>In this course, doctoral students will analyze ways to create value, improve productivity, and deliver change in global and multi-national organizations. This course is designed to focus on the</p>

process of consultation, and the various approaches to assisting global organizations as an outside professional. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. The doctoral student will assess methods to contract with an organization, provide effective diagnosis and feedback, design interventions, and continue to synthesize relevant literature.

Instructional Leadership (IL)

18 credit hours

IL7000-8	<p>The Culture of Learning</p> <p>In this course, doctoral students will explore ways of creating a culture of learning while engaging in instructional leadership tasks. Through course activities, students will explore topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.</p>
IL7001-8	<p>Leader as Advocate and Decision Maker</p> <p>In this course, doctoral students will engage the complex decision-making concepts and processes while reflecting on staff development and instructional supervision. Topics include: teacher perceptions, instructional leadership, supervisory behaviors, instructional support and strategies, collaborative characteristics and presentation technology.</p>
IL7002-8	<p>Leader as Community Advocate</p> <p>Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. In this doctoral course,</p>

	<p>students will evaluate the skills necessary to engage stakeholders in partnerships that enhance educational operations at all levels. Students will discuss methods to develop professional learning communities and evaluate the theories and research related to learning communities and instructional leadership.</p>
ED7035-8	<p><u>Curriculum Supervision</u></p> <p>In this course, students are introduced to theories, principles, practices, and issues in curriculum supervision. Students will develop the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also explores issues of equitable instructional programs, materials, and products that support student achievement and institutional goals.</p>
ED7030-8	<p><u>Development of Organizational Leadership</u></p> <p>In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.</p>
ED7036-8	<p><u>Innovation for Change</u></p> <p>In this course, students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Change involves knowledge, understanding, and commitment from administrators and cannot be construed as an event, but</p>

rather a process. Further, change involves working with a diverse group of people and striving to motivate others to muscle through change as it is needed. Leaders must work with a community and use change to implement desirable changes. This course will prepare doctoral students to negotiate the world of education innovation and change.

International Education (IE)

18 credit hours

IE7001-8

[Introduction to Global and Comparative Education](#)

This doctoral level course introduces learners to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, learners will begin to develop the knowledge, skills, and tools needed to be effective educators of global and comparative education. Students will understand the commonalities, differences, and connections between global and comparative education, and the meaning and significance of globalization in the field of education. Learners will comprehend, through reading and class assignments, the global dimensions of several crucial contemporary issues, including the hopes of global cooperation, and the complexity of educational accountability, authority, and professionalism. This course will underline the necessity of an interdisciplinary approach to understanding these complex issues.

IE7003-8

[Culture, Society and Education in](#)

	<p><u>Comparative Perspective</u></p> <p>In this course, students will explore and analyze international and comparative education, with a focus on methods, foundational theories, and resources specific to conducting international, educational research and exploring culture, society and education with a comparative perspective.</p>
IE7005-8	<p><u>International Organizations in Global Education</u></p> <p>In this course, students will be introduced to global education organizations. Students will explore some of the diverse organizations that are engaged in international education, and learn about key guiding initiatives, policies and standards. This course also provides a good orientation for those who anticipate working with or for international organizations.</p>
IE7007-8	<p><u>International Education Leadership</u></p> <p>In this course, students will explore theory and practice to inform leaders in education. Students are introduced to institutions involved with the education of diverse communities as well as educational development in diverse global settings. Students will focus on building leadership skills in international education with a special emphasis on practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.</p>
IE7017-8	<p><u>International Education Concepts and Theory</u></p> <p>Students in this Doctoral level course will explore that underpin education systems around the world, including the cultural and historical bases of these systems</p>

	<p>and the global spread of educational trends. Alternative theories and definitions of development as expressed in international education institutions will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.</p>
IE7021-8	<p>Global Perspective on Ethical Issues</p> <p>In this course, students will address ethical issues confronting education from a global perspective, including both comparative and transnational points of view. It will address cross-border issues such as educational inequality, the role of culture, ethics in teaching, as well as how technology, economics and conflict impact ethics in education. Finally, the course will address ethical issues for teachers and educational administrators.</p>

Leadership in Higher Education (LHE)

18 credit hours

LHE7004-8	<p>Organization & Governance of Higher Education</p> <p>In this course, doctoral students will analyze and evaluate theories, models, and readings on approaches and structures for governing higher education organizations. This course is intended to help students understand the competencies and training necessary to undertake various operational and leadership roles. Doctoral students will gain a sound understanding of complex college and university organizations and develop a working understanding of the</p>
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	<p>elements of organizations which comprise contemporary social systems. Students will explore major forces, issues, and themes which influence American society and in turn affect colleges and universities.</p>
LHE7005-8	<p><u>Legal Issues in Higher Education</u></p> <p>In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.</p>
LHE7008-8	<p><u>Higher Education Finance</u></p> <p>This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.</p>
LHE7010-8	<p><u>Current Trends & Topics in Higher Education</u></p> <p>In this course, students will explore areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for doctoral level study.</p>
LHE7011-8	<p><u>Foundations of Higher Education Leadership</u></p> <p>Higher education leadership occurs in an</p>

	<p>environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.</p>
LHE7012-8	<p><u>Strategic Planning & Institutional Effectiveness in Higher Education</u></p> <p>In this course, students will explore institutional and programmatic planning in tandem with the concern for institutional effectiveness. A major goal of this course will be to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning, explicitly linking all strategies with the principles and best practices that support the drive toward institutional effectiveness.</p>

Organizational Leadership (OL)

18 credit hours

OL7002-8	<p><u>Building Organizational Capacity</u></p> <p>There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the</p>
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	<p>students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.</p>
<p>OL7003-8</p>	<p><u>Leadership for Excellence</u></p> <p>In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.</p>
<p>OL7004-8</p>	<p><u>Theory and Practice of Organizational Leadership</u></p> <p>In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.</p>
<p>OL7005-8</p>	<p><u>Ethical Leadership</u></p> <p>In this course, students gain a deep understanding of the complexity of moral</p>

	<p>dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.</p>
OL7007-8	<p>Leader as Coach</p> <p>In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.</p>
OL7008-8	<p>Executive Leadership in Nonprofit Organizations</p> <p>In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.</p>

Special Education

18 credit hours

SE7000-8	<p>Introduction to the Exceptional Student</p> <p>In this course, students will gain an overview of research and current</p>
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	<p>perspectives related to special education and associated administrative duties or higher education responsibilities. Topics include: the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.</p>
SE7001-8	<p><u>Assessment in Special Education</u></p> <p>In this course, students will be introduced to practical, applied approaches to the procedures of the assessment process, testing procedures, assessment results, and the faculty involved in these processes. Students will learn to strengthen the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.</p>
SE7003-8	<p><u>Emotionally Disabled Student</u></p> <p>In this course, students will address common characteristics, best practices for identification, and instructional practices pertaining to students with emotional or behavioral disorders. Major emphasis will be placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will also be addressed as well as how to select a variety of appropriate instructional strategies. Ways to support teachers in inclusive settings will also be discussed.</p>
SE7004-8	<p><u>Developing Curriculum for the Mentally Disabled</u></p> <p>In this course, students will explore various educational programs and</p>

teaching strategies that have been used successfully to assist students with disabilities. Students will develop an understanding of how to monitor individualized education programs by assessing individual student needs; modifying or designing instruction to improve student performance; and analyzing, selecting, and adapting curriculum for students with special needs. Positive methods of managing individual student behavior for students with special educational needs are also addressed.

SE7005-8

[Law in Special Education](#)

In this course, students will focus on various legal issues facing special educators and administrators. Components will include investigations of specific court cases, federal mandates, case studies, and application opportunities. Student identification, service delivery options, appropriate educational services, and family rights and privacy issues are explored. How to research court case rulings that pertain to specific states and how to locate current information on legal issues is included to assist administrators of special education programs. Preparing for due process hearings and following procedural due process are also covered.

SE7006-8

[Teaching Strategies in Special Education](#)

In this course, students will examine teaching strategies that may be used to assist 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 modify or design instructional strategies to improve student performance. Providing leadership in regard to analyzing, selecting, and adapting strategies for students with special needs will be addressed.

Sports Management

18 credit hours

SM7100-8	<p><u>Development of Human Resource Strategies in Intercollegiate Athletics</u></p> <p>In this course, 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 will include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.</p>
SM7103-8	<p><u>Intercollegiate Sports Governance</u></p> <p>This course is designed to provide students with a knowledge and understanding of the power and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the student's development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.</p>
SM7106-8	<p><u>Legal Aspects of Equity in Intercollegiate</u></p>

[Athletics](#)

Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural, recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments in which in which Title IX has grown to maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. An experiential learning model will be utilized whereby students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as we know it today.

SM7109-8

[Sports Compliance](#)

In this course, students will study rules and regulations that surround intercollegiate athletics at the NCAA I, II, and III level, NAIA and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: best practice 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.

SM7112-8

[Advising the Student Athlete](#)

In this doctoral level course, students explore the role and function of the

academic advisors in the lives of student athletes. Students will examine existing student athlete retention programs in colleges and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal will be to find academic services and counseling programs to help students in need reach their greatest potential.

LHE7011-8

[Higher Education Leadership](#)

Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.

The Marriage and Family Therapy Master of Arts (MA) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of marriage and family therapy. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of marriage and family therapy. Students in this program will critically analyze a broad range of theories and practical knowledge in marriage and family therapy. Degree requirements also include involvement in ongoing clinical work and supervision. This training prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional institutions, industry, medical settings, and private practice. Additional program description, requirements, policies, and procedures are further described in the [MFT Program Handbook](#), which can be accessed by clicking on the following link ([MFT Program Handbook](#)).

Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Goals of the MA Program in Marriage and Family Therapy

Goals of the MA Program in Marriage and Family Therapy

The goals (referred to as Student Learning Outcomes) of the Master of Arts in Marriage and Family Therapy (MFT) program are:

1. Employ sensitivity and competence in working with diverse populations in clinical settings. (SLO #1).
2. Apply family systems oriented clinical skills across a variety of contexts. (SLO #2).
3. Contrast family systems theory oriented models of therapy (SLO #3).
4. Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics. (SLO #4).

The MAMFT degree is structured to assist students to seek licensure in the state or jurisdiction of their choice. To allow this, courses can be added to the standard 45 credit program (up to a total program requirement of 60 credits) to assist with meeting licensure requirements. Eligible transfer credits can be applied to the program to support the respective state licensure requirement.

General Degree Requirements

The MA in Marriage and Family Therapy degree requires a minimum of 45 credit hours at the graduate level beyond the bachelor's degree. While not required for graduation, students who need to complete a 48- or 60-credit program or need specific additional courses for their state licensure requirements will be allowed to complete optional elective courses to meet these requirements.

Northcentral University may accept a maximum of 15 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MFT program.

The MA degree program in Marriage and Family Therapy has the following graduation

requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through Northcentral.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher.
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the Marriage and Family Therapy master's program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high speed internet connection.
2. **Client Contact** – Master's students will be required to complete 500 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 250 hours of client contact must be relational (e.g., couple or family). For more information, please read through the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, master's students must receive a total of 100 hours of supervision. Supervision of students will occur at the rate of one (1) hour of supervision per every five (5) hours of client contact and will be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisors-in-Training, or equivalent state approved supervisors. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.
5. **Clinical Hours Tracking** -- the MAMFT program uses Care4Soft (CFS) to document completion of clinical hours. Students, local approved MFT clinical supervisors and NCU faculty supervisors all have access to the system in order to support the successful completion of the clinical training requirements for the program. Students are responsible to purchase access to the system at a discounted rate from the Vendor. The subscription allows for one year of access to CFS, which will be sufficient for the clinical training (approximately 12 months). Purchase of this required tool will occur during the Practicum Preparation Process and must be accomplished before a student can begin any clinical training courses.

Completion Period for Master's Degrees

Northcentral University allows 6 years to complete Master's programs requiring more than 36 credit hours.

Students who are unable to complete a degree program within the stated time limits (6 years) are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 53 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 31 months.

Elective Courses

To assist students in taking courses that align with their state licensing requirements, if needed students can select from a predetermined list of courses to fill their two elective course requirements or they can request approval to take any of the specialization courses in the PHD-MFT curriculum. If there are not state specific requirements that are unmet, we recommend students take MFT6104 Family Therapy with Children and MFT6106 Families in Crisis. Students should review their state educational requirements and speak with their Academic Advisors to determine the best fit.

Master of Arts in Marriage and Family Therapy Degree Plan

General Family Therapy Specialization

45 Credit Hours

Foundations - 9 credit hours

MFT5101	Foundations for Graduate Study in MFT This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master of Arts Degree in Marriage and Family Therapy. Graduate level skills, such as goal building, time management, academic integrity, effective use of the Northcentral Library, the use of APA form and style in professional communication,
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	<p>and critical thinking skills are introduced. Students will complete the course with a better understanding of systems theory concepts, essential attending skills, and the role of systemic dynamics within diverse populations (Student Learning Outcome #4).</p>
MFT5104	<p><u>Treatment Planning and Traditional Family Therapy</u></p> <p>This course uses a treatment planning focus while training students to have a thorough understanding of traditional models of marriage and family therapy. Course content will be focused on application of these clinical models to common clinical concerns and will address a wide variety of presenting clinical problems. Material and assignments in the course will address family therapy practice and be related conceptually to theory.</p>
MFT5105	<p><u>Recovery-Oriented Care and Postmodern Family Therapy</u></p> <p>This course trains students to work with clients using a recovery-oriented approach that focuses on client strengths and working collaboratively toward meaningful change and improvement. Using this focus, course content will address social constructionism, narrative, solution-focused, and collaborative models of therapy as well as other postmodern trends. Course material will address a wide variety of presenting clinical problems and will address contemporary conceptual directions of the field of marriage and family therapy.</p>

45 Credit Hours

Fundamental Courses - 9 credit hours

MFT5103

[Systemic Evaluation and Case Management](#)

This Master's level course provides an opportunity to review various assessments and evaluations tools utilized by marriage and family therapists for clinical and research purposes as well as an overview of psychological test construction, administration, and interpretation. The course will explore systemic evaluations measures for individuals, couples, and families. Students will examine differences between individually based and systems-based forms of assessment. In addition, students will be invited to consider diversity as one of the fundamental components of a successful and productive evaluation. This course trains students how to conduct a "Needs Assessment" and standard case management methods including identifying and aligning clients with appropriate community resources. Students will identify and visit community resources in their community. The Week 9 Assignment in this course is designed to measure the programs first Student Learning Outcomes (SLO) which addresses student knowledge of family systems theory.

MFT6201

[California Law and Professional Ethics](#)

This course is designed specifically for Students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course will focus on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. The course will include content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal

trends in the mental health profession, psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process. Activities three, four, five, and six in this course are designed to address the programs third and fourth Student Learning Outcomes (SLO) which states, students will demonstrate an applied knowledge of the AAMFT Code of Ethics (SLO-3); and students will advance their understanding of systemic dynamics within diverse client populations (SLO-4).

MFT6102

[Psychopathology, Diagnosis, and Systemic Treatment](#)

Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus of the course content will be on the assessment and treatment of major mental health issues through marriage and family therapy. This course is designed to address the program's second Student Learning Outcome (SLO) which states, "Students will apply family systems oriented clinical skills across a variety of contexts (SLO-2)."

Required Specialization Courses - 12 credit hours

MFT5106

[Research Methods and Evidence-Based Practice](#)

This course investigates existing research and research methods used in marriage and family therapy as well as

	<p>research ethics training, evaluation of existing research, understanding common research designs, and exploring potential research options of interest to the students. Course content also focuses on the importance of a scientist-practitioner approach to clinical work and the validation and use of evidence based practices in family therapy.</p>
<p>MFT6101</p>	<p><u>Human Development and Family Dynamics Across the Lifespan</u></p> <p>This course will include content on individual and family development across the lifespan. Specific emphasis will be given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy.</p>
<p>MFT6103</p>	<p><u>Cultural Diversity, Gender, and Family Development</u></p> <p>This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender, nationality, race, religion, sexual orientation, and spirituality. Economic diversity and the impact of poverty on individuals and families are emphasized. Each of these types of diversity is examined with respect to the relevance they have to the profession and practice of family therapy.</p>
<p>MFT6105</p>	<p><u>Couple and Sex Therapy</u></p> <p>This course will address several models of couple and sex therapy. Within each model there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. Specific attention will be given to the development of a personal theory of working with couples based on a foundation of existing models.</p>

Clinical Experience Requirements - 9 credit hours

MFT6951

[MFT Practicum I](#)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty. Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically

active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 8 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6952

[MFT Practicum II](#)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be

used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty . Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6991

[MFT Internship I](#)*

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty..

MFT6992

[MFT Internship II*](#)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks

in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

MFT6995

[MFT Internship and Capstone Presentation*](#)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining

hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

* Designates 1-credit courses, all other courses are 3 credits.

Elective Courses (Select Two)

MFT6104

[Family Therapy with Children*](#)

This course is designed to provide

	<p>clinically relevant background information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.</p>
<p>MFT6106</p>	<p><u>Families in Crisis*</u></p> <p>This course will address contemporary crisis-related issues in marriage and family therapy to include gender, violence, addictions, and abuse. It will also address the treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. The focus will be on the effects of trauma and stress on family life and relationships as well as recovery from a variety of related presenting issues.</p>
<p>MFT8103</p>	<p><u>Assessing and Treating Family Violence</u></p> <p>This graduate level course examines family violence and the most effective way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence. The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents, college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families). Students will learn about the importance of completing a</p>

	<p>thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.</p>
MFT8104	<p>Pharmacology for Family Therapists</p> <p>This course is an overview of clinical psychopharmacology. The course will focus on psychiatric disorders their symptoms and medications. Students will explore basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified, and appropriate treatment plans may be developed. In addition the course will teach Marriage and Family Therapists how to interact effectively in collaborative/multidisciplinary settings with other mental healthcare practitioners.</p>
MFT8105	<p>Theories of Personality</p> <p>In this course you will examine, compare, and contrast key personality theories. Drawing on classic and contemporary sources, you will consider Freudian, post-Freudian, behaviorism, and social learning theories. You will also examine more contemporary theories on personality such as those put forth by cognitive, humanistic, and positive psychology. After learning these theories you will apply these concepts to the practice of Marriage and Family Therapy.</p>
MFT8115	<p>Family Systems Approaches to Addiction</p> <p>This course provides an overview of</p>

	<p>family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.</p>
MFT8303	<p><u>Systemic Sex Therapy</u></p> <p>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.</p>
MFT8601	<p><u>Gerontology and Systemic Intervention</u></p> <p>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.</p>

*Recommended courses, if no state specific course are required.

NOTE: While the Marriage and Family Therapy specialization requires only 45 Credit Hours to graduate, some students may need additional specific courses or additional credit hours in order to meet state licensure requirements. These courses can be selected from relevant Marriage and Family Therapy courses as needed.

California Licensure Track

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

California Licensure Track option within the MA MFT program. This option has been pre-approved by the Board of Behavioral Sciences (BBS; the MFT licensing board) in California. This degree plan requires 60 credit hours. Students must complete the standard 45 credit hour degree plan with one modification (students must take the California version of our ethics course (MFT6201 California Law and Professional Ethics) rather than the standard ethics course (MFT5102 Legal, Ethical, and Professional Development in MFT). Then, in addition to the standard 45 credits, students must complete an additional five course (15 credits) that have been pre-determined to meet the CA licensing requirements.

60 Credit Hours

Foundations - 9 credit hours

<p>MFT5101</p>	<p>Foundations for Graduate Study in MFT</p> <p>This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master of Arts Degree in Marriage and Family Therapy. Graduate level skills, such as goal building, time management, academic integrity, effective use of the Northcentral Library, the use of APA form and style in professional communication, and critical thinking skills are introduced. Students will complete the course with a better understanding of systems theory concepts, essential attending skills, and the role of systemic dynamics within diverse populations (Student Learning Outcome #4).</p>
<p>MFT5104</p>	<p>Treatment Planning and Traditional Family Therapy</p> <p>This course uses a treatment planning focus while training students to have a thorough understanding of traditional models of marriage and family therapy. Course content will be focused on application of these clinical models to common clinical concerns and will address a wide variety of presenting clinical problems. Material and assignments in the course will address family therapy practice and be related conceptually to theory.</p>
<p>MFT5105</p>	<p>Recovery-Oriented Care and Postmodern Family Therapy</p>

This course trains students to work with clients using a recovery-oriented approach that focuses on client strengths and working collaboratively toward meaningful change and improvement. Using this focus, course content will address social constructionism, narrative, solution-focused, and collaborative models of therapy as well as other postmodern trends. Course material will address a wide variety of presenting clinical problems and will address contemporary conceptual directions of the field of marriage and family therapy.

Fundamental Courses - 9 credit hours

MFT5103

[Systemic Evaluation and Case Management](#)

This Master's level course provides an opportunity to review various assessments and evaluations tools utilized by marriage and family therapists for clinical and research purposes as well as an overview of psychological test construction, administration, and interpretation. The course will explore systemic evaluations measures for individuals, couples, and families. Students will examine differences between individually based and systems-based forms of assessment. In addition, students will be invited to consider diversity as one of the fundamental components of a successful and productive evaluation. This course trains students how to conduct a "Needs Assessment" and standard case management methods including identifying and aligning clients with appropriate community resources. Students will identify and visit community resources in their community. The Week 9 Assignment in this course is designed

	<p>to measure the programs first Student Learning Outcomes (SLO) which addresses student knowledge of family systems theory.</p>
<p>MFT6201</p>	<p><u>California Law and Professional Ethics</u></p> <p>This course is designed specifically for Students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course will focus on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. The course will include content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process. Activities three, four, five, and six in this course are designed to address the programs third and fourth Student Learning Outcomes (SLO) which states, students will demonstrate an applied knowledge of the AAMFT Code of Ethics (SLO-3); and students will advance their understanding of systemic dynamics within diverse client populations (SLO-4).</p>
<p>MFT6102</p>	<p><u>Psychopathology, Diagnosis, and Systemic Treatment</u></p> <p>Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus</p>

of the course content will be on the assessment and treatment of major mental health issues through marriage and family therapy. This course is designed to address the program's second Student Learning Outcome (SLO) which states, "Students will apply family systems oriented clinical skills across a variety of contexts (SLO-2)."

Required Specialization Courses - 18 credit hours

MFT5106	<p>Research Methods and Evidence Based Practice</p> <p>This course investigates existing research and research methods used in marriage and family therapy as well as research ethics training, evaluation of existing research, understanding common research designs, and exploring potential research options of interest to the students. Course content also focuses on the importance of a scientist-practitioner approach to clinical work and the validation and use of evidence based practices in family therapy.</p>
MFT6101	<p>Human Development and Family Dynamics Across the Lifespan</p> <p>This course will include content on individual and family development across the lifespan. Specific emphasis will be given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy.</p>
MFT6103	<p>Cultural Diversity, Gender, and Family Development</p> <p>This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender,</p>

	<p>nationality, race, religion, sexual orientation, and spirituality. Economic diversity and the impact of poverty on individuals and families are emphasized. Each of these types of diversity is examined with respect to the relevance they have to the profession and practice of family therapy.</p>
MFT6104	<p><u>Family Therapy with Children</u></p> <p>This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.</p>
MFT6105	<p><u>Couple and Sex Therapy</u></p> <p>This course will address several models of couple and sex therapy. Within each model there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. Specific attention will be given to the development of a personal theory of working with couples based on a foundation of existing models.</p>
MFT6106	<p><u>Families in Crisis</u></p> <p>This course will address contemporary crisis-related issues in marriage and family therapy to include gender, violence, addictions, and abuse. It will also address the treatment of individuals, couples, and families from a</p>

relational/systemic perspective with respect to these issues. The focus will be on the effects of trauma and stress on family life and relationships as well as recovery from a variety of related presenting issues.

California Specific Additional Course Requirements- 15 credit hours

MFT8103

[Assessing and Treating Family Violence](#)

This graduate level course examines family violence and the most effective way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence. The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents, college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families). Students will learn about the importance of completing a thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.

MFT8104

[Pharmacology for Family Therapists](#)

This course is an overview of clinical psychopharmacology. The course will focus on psychiatric disorders their

	<p>symptoms and medications. Students will explore basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified, and appropriate treatment plans may be developed. In addition the course will teach Marriage and Family Therapists how to interact effectively in collaborative/multidisciplinary settings with other mental healthcare practitioners.</p>
<p>MFT8115</p>	<p><u>Family Systems Approaches to Addiction</u></p> <p>This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.</p>
<p>MFT8303</p>	<p><u>Systemic Sex Therapy</u></p> <p>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.</p>
<p>MFT8601</p>	<p><u>Gerontology and Systemic Intervention</u></p> <p>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</p>

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.

Clinical Experience Requirements - 9 credit hours

MFT6951

[MFT Practicum I](#)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty. Students in the Master program must enroll in two practicum courses (MFT6951: MFT

Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 8 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6952

[MFT Practicum II](#)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based

on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty . Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive

one hour of supervision (individual or group) for every five hours of client contact.

MFT6991

[MFT Internship I*](#)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT

faculty..

MFT6992

[MFT Internship II*](#)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

MFT6995

[MFT Internship and Capstone Presentation*](#)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

* Designates 1-credit courses, all other courses are 3 credits.

Description of Program

Each Post-Master's Certificate program in MFT comprises 6 courses (18 credit hours). Students must complete the program as listed below and may not substitute alternative courses. Students must complete all six courses with a grade of "B" or better in order to receive a certificate.

Basis of Admission

A completed master's level or higher degree from a regionally accredited institution or university is required.

Scope

6 Courses (18 Credit hours) must be completed to earn a certificate. Regarding transfer of credit hours into a Post-Master's Certificate:

- Credit hours from another university or institution cannot be transferred towards a Post-Master's Certificate program.
- Courses taken in a Northcentral master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses in which a grade of (B) or better was earned 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.

Completion Period for Post-Master's Certificate

Normal time to completion for this program is 19 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 12 months.

Northcentral allows two years to complete a Post-Master's Certificate.

Students who are unable to complete a Post-Master's Certificate within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: Northcentral does not guarantee that Post-Master's Certificate courses taken in one Northcentral School will transfer to another Northcentral School. The Dean of the School to which the student wishes to transfer will review the Post-Master's Certificate courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Post-Master's Certificate Offered by the School of Marriage and Family Sciences

The Post-Master's Certificate at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas

- Child and Adolescent Therapy
- Couple Therapy
- Therapy with Military Families

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

Child and Adolescent Therapy

Children and adolescents are some of the most underserved populations in mental health practice today. The Child and Adolescent Therapy certificate program is designed for mental health professionals that wish to expand their skills in working with these populations.

MFT8201	<p>Play Therapy Methods</p> <p>This course will focus on the history, principles, and theories of play therapy, play therapy orientations, and applications in clinical practice with a specific emphasis on conceptualizing play therapy using a system theory orientation. Methods of play therapy with individual children, adolescents, and families will be addressed.</p>
MFT8202	<p>Family Therapy with Adolescents</p> <p>This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for pertinent presenting clinical problems relevant to adolescents. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with</p>

	<p>adolescents and facilitating parental and family involvement will be discussed. Intervention strategies for difficult adolescents will be discussed, many of which have a common focus on working both within the family and with external systems relevant to the life of the adolescent.</p>
MFT8203	<p><u>Parenting Strategies</u></p> <p>This course is focused on research and intervention with parents. The course focuses on developing competency in a variety of areas of parenting and child guidance. In particular, course content will address diverse family systems, family literacy, health and nutrition, and fostering physical, emotional, intellectual, and social development from birth through adolescence. Additionally, the course will include discussion of various techniques on how to responsibly discipline children.</p>
MFT8204	<p><u>ADHD Assessment and Treatment</u></p> <p>This course will cover a survey of topics related to Attention-Deficit Hyperactivity Disorder, including diagnosis, assessment, etiology, and treatment with purposeful focus on both neurobiological and systemic implications.</p>
MFT8101	<p><u>Advanced Theories in Marriage and Family Therapy</u></p> <p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in</p>

family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

Couple Therapy

Couple therapy is a specialized area of mental health practice that requires particular skills in working with two partners at the same time. The Couple Therapy certificate program is designed to provide training in the skills and models needed to effectively work with couples.

MFT8301	<p>Advanced Couple Therapy</p> <p>This course involves an in depth study of systemic approaches to couple therapy. Topics will focus on assessment methods, empirical research on couple therapy, specific models of couple therapy, integration of course content with personal case work, special problems in couple relationships, and the dynamics of gender and diversity in relation to couple therapy.</p>
MFT8302	<p>Emotionally Focused Couples Therapy</p> <p>This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.</p>
MFT8303	<p>Systemic Sex Therapy</p> <p>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.</p>
MFT8304	<p>Treating Infidelity and Sex Addiction</p> <p>This course will examine the individual, family, and societal issues pertaining to infidelity and sex</p>

	addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.
MFT8101	Advanced Theories in Marriage and Family Therapy
MFT8102	Dynamics of Family Interaction

Therapy with Military Families

Military personnel and their families are greatly impacted by the dynamics and effects of military service. The certificate program in Therapy with Military Families is designed for mental health professionals who have the interest and commitment to working with military families to their unique challenges.

MFT8501	<p>Dynamics of Military Families</p> <p>This doctoral-level course focuses on the characteristics of the military family that distinguish it as a separate cultural entity. Emphasis will be placed on factors that make military life particularly difficult. Individual, family, and societal factors that contribute to and/or mitigate those problems will be explored.</p>
MFT8502	<p>Family Therapy in the Military</p> <p>This doctoral-level course focuses on the assessment, diagnosis, and treatment of common clinical issues facing military service members and their families. Special attention will be paid to the role of combat stress, post-traumatic stress disorder (PTSD), and other factors or issues associated with or even potentially resulting from combat.</p>
MFT8103	<p>Assessing and Treating Family Violence</p> <p>This graduate level course examines family violence and the most effective way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence. The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents,</p>

	<p>college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families). Students will learn about the importance of completing a thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.</p>
MFT8115	<p><u>Family Systems Approaches to Addiction</u></p> <p>This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.</p>
MFT8302	<p><u>Emotional Focused Couples Therapy</u></p> <p>This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.</p>
MFT8304	<p><u>Treating Infidelity and Sex Addiction</u></p> <p>This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.</p>

Description of Program

The Post-Baccalaureate Certificate in MFT program is designed for students who have completed their bachelor's degree and are seeking academic expertise 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 courses for this certificate program are 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 grade of "B" or better in order to receive the certificate.

Basis of Admissions

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

Post-Baccalaureate Transfer into a Master's Degree Sequence:

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

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post Baccalaureate Certificate series.

Completion Period for Post-Baccalaureate Certificate

Normal 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 8 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificate programs.

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

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

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

Course Length

Post-Baccalaureate courses in the School of Marriage and Family Therapy are twelve weeks in length.

General Family Therapy

The General Family Therapy certificate program is designed for mental health professionals and others that are interested in learning about individual, couple, and family therapy from a systems theory perspective.

MFT5104	Treatment Planning and Traditional Family Therapy This course uses a treatment planning focus while training students to have a thorough understanding of traditional models of marriage and family therapy. Course content will be focused on application of these clinical models to common clinical concerns and will address a wide variety of presenting clinical problems. Material and assignments in the course will address family therapy practice and be related conceptually to theory.
MFT5105	Recovery-Oriented Care & Postmodern Family Therapy This course trains students to work with clients using a recovery-oriented approach that focuses on client strengths and working collaboratively toward meaningful change and

	<p>improvement. Using this focus, course content will address social constructionism, narrative, solution-focused, and collaborative models of therapy as well as other postmodern trends. Course material will address a wide variety of presenting clinical problems and will address contemporary conceptual directions of the field of marriage and family therapy.</p>
MFT6104	<p><u>Family Therapy with Children</u></p> <p>This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.</p>
MFT6105	<p><u>Couples and Sex Therapy</u></p> <p>This course will address several models of couple and sex therapy. Within each model there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. Specific attention will be given to the development of a personal theory of working with couples based on a foundation of existing models.</p>

Licensure and Accreditation

Students wishing to use their graduate training to acquire clinical licensure are advised to enter the Marriage and Family Therapy Program. Northcentral University does not approve or endorse students attempting to become clinically licensed without successfully completing a formal clinical degree program. With the exception of the Marriage and Family Therapy (MFT) Program, Northcentral University does not offer such a program. Therefore, Northcentral University cannot support students who independently attempt to use their degree in general psychology to obtain licensure as a clinical or counseling psychologist.

Any student who intends to seek licensure or certification must take full responsibility for ensuring that their degree program at Northcentral meets whatever requirements are stipulated by licensing or certification bodies within their locality and their field of endeavor. Northcentral University cannot provide assistance to students regarding the interpretation or understanding of a state's licensure requirements, or the requirements of any other such entity. Northcentral University cannot guarantee that a graduate of the MFT program will be able to obtain a license as a marriage and family therapist in a state where they may seek licensure.

Students who complete courses with practical application are responsible for keeping all clinical demographic data and supervision records for presentation to any licensing or certification agency. Northcentral is not responsible for maintaining these records and may not be able to provide this information if a student applies for licensure or certification.

If you wish to pursue licensure, it is important to know that some states require that students have a degree from a program that carries a particular accreditation, such as the American Psychological Association (APA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), or the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The MAMFT program is COAMFTE accredited. Students seeking to become clinicians are advised to enter the Marriage and Family Therapy program, or to enroll at another institution. All MFT students and applicants are encouraged to review their own local licensure or certification requirements. Please click this link for a [directory of MFT Licensure Boards](#) within the United States and Canada. In addition to the information in this section, additional information related to the clinical training courses for non-degree and degree-seeking students can be found in the Clinical Training Handbook.

Liability Insurance

Students in internship or practicum courses must purchase liability insurance prior to starting work with clients. Many practicum/internship sites require students to show evidence of liability coverage prior to beginning a practicum/internship. Northcentral requires students participating in practicum/internship to purchase student professional liability insurance, typically available at a lower student rate. Students are required to provide proof of this insurance with minimum coverage accounts of \$1,000,000/\$3,000,000. Insurance can be obtained through student membership in the American Association for Marriage and Family Therapy (AAMFT). Information regarding application for membership is provided in the first course of the MAMFT program.

MFT Pre-Practicum

Students are required to complete the Practicum Preparation Process (PPP), including all pre-practicum documents, before they can enroll in their first practicum course.

Practicum Information

Marriage and Family Therapy practicum courses require approval from the MFT Director of Clinical Training prior to enrollment in the clinical courses. Students wishing to enroll in a practicum course should begin the approval process with their Academic Advisor at least two months prior to their anticipated practicum enrollment date. Additional details regarding practicum options within each degree program can be found below.

MA in Marriage and Family Therapy - - Marriage and Family Therapy Master's students must complete at least two 3 credit practicum courses. Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive clinical readiness approval. As part of the PPP, students will be required to secure a local clinical placement as well as a local supervisor who meets state requirements for supervision of post-graduate MFTs seeking state licensure within their state. In order to finish the practicum requirements and continue on to the internship, students must meet weekly via videoconference in the practicum courses, complete at least 200 hours of direct client contact, including no less than 100 hours of relational client contact defined as conjoint therapy with two or more persons in a committed relationship (e.g. couple or family). Students must also receive satisfactory evaluations from their local site supervisor and their Northcentral faculty supervisor in order to complete the practicum sequence. Students who do not complete the required number of hours or do not receive satisfactory supervisor evaluations will be required to enroll in additional practicum courses until these requirements are met.

The practicum courses for master's level degree seeking Marriage and Family Therapy students are MFT6951 and MFT6952. Additional details can be found in the course descriptions.

Non-degree students who need an MFT Practicum course can enroll in MFT6951, MFT6952, MFT6991, MFT6992, and MFT69995 as needed. Additional details can be found in the course descriptions.

PhD in Marriage and Family Therapy - Marriage and Family Therapy doctoral students must complete at least one 3 credit practicum course. Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students will be required to secure a local clinical placement as well as a local clinical supervisor who meets state requirements for supervision of post-graduate MFTs seeking state licensure. If students are currently licensed to practice Marriage and Family Therapy independently in their state, they are not required to have a local on-site supervisor. Doctoral students will still receive supervision and evaluation from NCU Clinical Faculty.

The practicum course for doctoral level degree seeking Marriage and Family Therapy students is MFT8951. Additional details can be found in the course description.

Internship Information

The Marriage and Family Therapy internship courses require pre-internship approval from the MFT Director of Clinical Training prior to enrollment. Please contact your Academic Advisor in order to begin this process. Additional details regarding internship options within each degree program can be found below.

MA in Marriage and Family Therapy - Marriage and Family Therapy master's students must complete 9 credit hours of practicum (6 credit hours) and internship (3 credit hours) courses over a minimum of a 52 week time span. The internship site and supervisor must be approved by the MFT Director of Clinical Field Placements prior to enrolling in the practicum course. The primary requirement of this master's level internship is to complete at least 500 hours of direct client contact, 250 of which must be relational. In conjunction with client contact, master's students must complete 100 hours of supervision, 50 of which must be live or video supervision. Additionally, students meet weekly via videoconference in internship courses.

In addition to these client contact hours, students must take the AATBS practice exam online and submit the results to the course site. This is a practice exam for the national licensing exam. Information about preparing for and taking this practice exam can be found at: <http://www.amftrb.org/exampoint.cfm>. Information about the content/domains of the exam can be found at: <http://www.amftrb.org/exam.cfm>.

As a final requirement of this internship (MFT6995), the student must prepare and give a presentation detailing his or her personal theory of therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions in which the student demonstrates how he or she uses the presented theory of therapy with her/his clients.

The internship process for master's level degree seeking Marriage and Family Therapy students is offered as a series of three 1-credit courses including MFT6991, MFT6992, and MFT6995. Additional details can be found in the course description.

PhD in Marriage and Family Therapy - COAMFTE requires that the majority of content and specialization courses be completed before doctoral students begin their doctoral internship. Thus, doctoral students in the NCU MFT PhD program may begin their internship experience after completing all leveling courses, the first 10 doctoral courses, and the doctoral practicum course. Students will need to meet with the MFT Director of Clinical Training and the Director of Clinical Field Placements to have the internship plan, site, and supervisor(s).

MFT doctoral students must complete a 9-month internship under the direction of an AAMFT Approved Supervisor, Supervisor-in-Training, or the equivalent state-approved supervisor. MFT doctoral students that are licensed MFTs or have previously completed all required

clinical and supervision hours may have a local supervisor that is not a clinical supervisor (i.e., AAMFT Approved or state approved supervisor) who is a content expert specific to the students' area of specialization, with the approval of the Director of Clinical Training. For doctoral student that have not previously completed their clinical hours, the primary requirement of this internship is to complete at least 1,000 hours of direct client contact, 500 of which must be relational. In conjunction with client contact, doctoral students must complete 200 hours of supervision, 100 of which must be live or video supervision. Supervision will occur face-to-face (not virtual) at the rate of 1 hour of supervision per every 5 hours of client contact. Client contact and supervision hours obtained prior to practicum can count provided the hours are documented appropriately and approved by the MFT Director of Clinical Training.

Students that have not already taken and passed the national MFT licensing exam must take the AATBS practice exam online and submit the results in the appropriate activity for the course. This is a practice exam for the national licensing exam. Information about preparing for and taking this practice exam can be found in the course syllabus.

Doctoral students who have completed the required 1000 hours of client contact and 200 hours of supervision prior to enrolling in the doctoral internship can elect to complete an internship with a focus on clinical research or clinical teaching within the field of Marriage and Family Therapy. These students are required to have an on-site face-to-face supervisor that will serve as a mentor and supervisor. Supervisors are approved on a case by case basis by the Director of Clinical Training. Students in a research or teaching internship are required to have a supervisor that will be available to the intern for at least one hour of face-to-face supervision per week with the student face-to-face.

The internship process for doctoral MFT students is offered as a series of three 1-credit courses including MFT8961, MFT8962, and MFT8965. Additional details can be found in the course description.

MFT Supervision Training

In addition to the doctoral level practicum and internship courses, students in the doctoral program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at Northcentral University. The supervision course is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

Doctoral MFT students must enroll in MFT8970 or as an alternative to completing the supervision course at Northcentral, students may elect to complete the training directly through AAMFT or at another doctoral level COAMFTE accredited program. Upon completion of the training, students may submit documentation through their Academic Advisor for approval and the course requirements for MFT8970 may be waived.

The Doctor of Philosophy (PhD) program in Marriage and Family Therapy at Northcentral University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as marriage and family therapists. A high standard of excellence is expected. In support of this, program faculty are selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills and personal and professional growth requisite for effective practice in the field of marriage and family therapy. The doctoral program offers advanced clinical education and training, research coursework and opportunities, and supervision training and experience. Graduates of the doctoral program will be prepared to carry out advanced clinical work and supervision and/or education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the [MFT Program Handbook](#), which can be accessed by clicking on the following link ([MFT Program Handbook](#)).

Goals of the PhD Program in Marriage and Family Therapy

The goals (referred to as Student Learning Outcomes [SLO]) of the Marriage and Family Therapy (MFT) doctoral program are:

1. Model sensitivity and competence in working with diverse populations in academic, clinical, supervision and research settings. (SLO #1).
2. Appraise clinical skills and ethical behaviors in systemic therapy and supervision. (SLO #2).
3. Create new knowledge in marriage and family therapy through independent research. (SLO #3).
4. Develop professional expertise in an *area of specialization* related to the field of marriage and family therapy. (SLO #4).

PhD Specializations in Marriage and Family Therapy

There are five specializations within the Doctor of Philosophy in Marriage and Family Therapy degree program, each of which is described in further detail below:

- Child and Adolescent Therapy
- Couple Therapy
- General Family Therapy
- Medical Family Therapy
- Therapy with Military Families

General Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 69 credit hours at the graduate level beyond the master's degree.

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

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

- A minimum of 57 credit hours of graduate instruction must be completed through Northcentral.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of “B”) or higher.
- Official documents on file for basis of admission: a conferred master’s degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the Marriage and Family Therapy doctoral program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high speed internet connection.
2. **Client Contact** – Doctoral students will be required to complete 1000 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 500 hours of client contact must be relational (e.g., couple or family). For more information, please read through the practicum and internship course descriptions.
3. **Supervision** – In conjunction with client contact, Doctoral students must receive a total of 200 hours of supervision. Supervision of students will occur at the rate of one (1) hour of supervision per every five hours of client contact and will be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisors-in-Training, or equivalent state approved supervisors. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.
4. **Doctoral Internship** – Doctoral students are required to complete a 9-month, 30 hour a week, doctoral internship that aligns with their doctoral specialization. Students will be required to have a local supervisor with whom they can meet face-to-face with a minimum of 4 hours per month (i.e. one hour per week). For more information, please read through the practicum and internship course descriptions.
5. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.
6. **Supervision Coursework** – In addition to advanced coursework in marriage and family therapy, students in the doctoral program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at Northcentral University. The supervision coursework is pre-approved by the AAMFT to count

for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

7. **Doctoral Comprehensive Evaluation** – Upon completion of all other program requirements and prior to beginning the dissertation process, students are required to complete a doctoral comprehensive evaluation. This evaluation is relevant to the university program only and is in no way related to, preparatory for, or representative of requirements for state licensure or the licensing exam. The evaluation includes four written components and an oral presentation. The written components include: 1) a personal theory of therapy paper, 2) a critique of a research article and proposal, 3) a detailed response to an ethical dilemma, and 4) a written case illustration that is consistent with the theory of therapy paper. Once the written components are completed, the student is required to prepare and complete an oral presentation of the theory of therapy and case illustration. This is completed through online video conferencing with at least three MFT faculty members present.
8. **Dissertation** – The capstone of doctoral training is the completion of the dissertation process. All programs at Northcentral University use a facilitated dissertation process which is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral dissertation. For students in the MFT program, the dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: This program can be completed with a minimum of 12 credit hours in Dissertation Courses, but **may require additional credit hours**, depending on the time the student takes to complete the dissertation research.)

Competencies for PhD Programs in MFT

All PhD students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills** - PhD students are required to complete both MFT7101 and MFT7102 at Northcentral. Students are required to show competency in writing skills for research purposes throughout their Northcentral graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determine communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods Competency** - PhD students are required to complete MFT7103, MFT7106, and MFT7107 at Northcentral.
3. **Graduate-Level Statistics Competency** - PhD students are required to complete MFT7104 and MFT7108 at Northcentral.
4. **Computer Competency** - PhD students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Completion Period for Doctoral Degrees

Northcentral University allows 8 years to complete all doctoral programs of more than 60 credit hours.

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

Normal time to completion for this program is 72 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 54 months.

PhD in Marriage and Family Therapy Degree Plan

Credit Hours – This program can be completed with a minimum of 69 credit hours, but *may require additional credit hours*, depending on the need for Standard Curriculum courses and the time required to complete the dissertation research.

Basis of Admission – In order to enter the doctoral (PhD) program in marriage and family therapy, applicants must have earned a master's degree in a clinical/therapy training program from an accredited university. Individuals with a previously completed COAMFTE accredited master's degree in marriage and family therapy meet all standard curriculum requirements and do not require a transcript review. Individuals who have previously completed a master's degree in a clinical/therapy discipline other than a COAMFTE accredited marriage and family therapy program must have their transcripts evaluated to determine if previous coursework meets some or all of the Standard Curriculum requirements (see below). Students who have not previously met all standard curriculum requirements would begin their degree plan with MFT7101, MFT7102, and MFT8101 and then complete all required Standard Curriculum courses prior to taking the remaining courses in their degree plan.

Standard Curriculum – Up to 36 credit hours may be required as determined by formal review during the applicant evaluation process. Any required courses from the Standard Curriculum are completed in addition to the minimum of 69 credits required to complete the MFT doctoral degree plan. *(Click on the Content Area name for description, click again to close.)*

Standard Curriculum* - All content areas below must be met	
Content Area	Number of required Credit hours
Area I: Theoretical Knowledge	6

<p>Area I content will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy. It should enable students to conceptualize and distinguish the critical epistemological issues in the profession of marriage and family therapy. The material will provide a comprehensive survey and substantive understanding of the major models of marriage, couple, and family therapy.</p>	
<p>Area II: Clinical Knowledge</p> <p>Area II content will address, from a relational/systemic perspective, psychopharmacology, physical health and illness, traditional psychodiagnostic categories, and the assessment, diagnosis and treatment of major mental health issues. It will address contemporary issues, which include but are not limited to gender, sexual functioning, sexual orientation, sex therapy, violence, addictions, and abuse, in the treatment of individuals, couples, and families from a relational/systemic perspective. The material will address a wide variety of presenting clinical problems.</p>	9
<p>Area III: Individual Development & Family Relations</p> <p>Area III will include content on individual and family development across the lifespan.</p>	6
<p>Area IV: Professional Identity</p>	3

[and Ethics](#)

Area IV content will include professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification. The content will focus on ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. A generic course in ethics does not meet this standard. The areas will address the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, the business aspects of practice, and familiarity with regional and federal laws as they relate to the practice of individual, couple and family therapy.

[Area V: Research](#)

Area V content will include significant material on research in couple and family therapy. This area will focus on research methodology, data analysis and the evaluation of research. It will include quantitative and qualitative research and its methods.

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[Area VI: Additional Learning](#)

Additional learning will augment student's specialized interest and background in individual, couples, and family therapy. Additional courses may be chosen from coursework in a variety of areas but should be related to the field of Marriage and Family Therapy

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in some way.	
Clinical Experience	3
Must include face-to-face client contact under the supervision of a licensed mental health professional.	
Total Credit Hours:	36
* Courses must have been completed at a regionally accredited institution and passed with a B or higher, and be approved by NCU MFT faculty	

PhD Doctoral Course Sequence

The PhD in Marriage and Family Therapy requires the following courses for every specialization:

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

MFT7101	<p>Foundations for Doctoral Study in MFT</p> <p>Students in this course will be prepared for success in in the field of Marriage and Family Therapy (MFT) doctoral program at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral level expectations. Essential skills needed to pursue a doctoral degree in MFT 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.</p>
MFT7102	<p>Scholarly Writing in MFT</p> <p>This course focuses on the scholarly review of literature and academic writing. The emphasis of the course is on how (a) to formulate ideas and convey them in an ethical fashion; (b) to conduct effective literature searches, specifically in preparation for the dissertation; (c) to</p>

develop a plan for writing comprehensive, critical and synthesized reviews of research literature; (d) to critically review and write about underlying theoretical frameworks that lay the foundation for future research; (e) and to develop cultural sensitivity while evaluating possible research topics. The overarching goal of this course is for students to conduct an exhaustive research the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation in the field of Marriage and Family Therapy.

MFT7103

[Research Methods in MET](#)

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

Standard Curriculum Courses (0-36 credit hours as needed)

	Specialization Course 1 (MFT8101)
	Specialization Course 2 (MFT8102)
MFT7104	<p>Statistical Design for MFT Research</p> <p>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.</p>
	Specialization Course 3
MFT7105	<p>Assessment in MFT Research and Intervention</p> <p>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.</p>
	Specialization Course 4
MFT7106	<p>Quantitative Research Design in MFT</p> <p>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</p>

	<p>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.</p>
	<p>Specialization Course 5</p>
MFT7107	<p><u>Qualitative Research Design in MFT</u></p> <p>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.</p>
	<p>Specialization Course 6</p>
MFT7108	<p><u>Advanced Data Analysis Strategies in MFT</u></p> <p>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</p>

	<p>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.</p>
MFT7109	<p>Planning Dissertation Research in MFT</p> <p>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.</p>

Clinical and Supervision Training

MFT8951	<p>MFT Doctoral Practicum I</p> <p>This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. The local clinical supervisor will provide regular supervision of the student and assist the student in managing cases. The Northcentral University faculty member will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Additionally, students will participate in group supervision with the Northcentral University faculty member. Students with an LMFT license (or equivalent) are not required to have a local clinical supervisor. All students must enroll in MFT 8961 MFT Doctoral Practicum I. This course lasts 12 weeks and students are required to be clinically active for the duration of the course. It is intended that students will accrue at least 25 client</p>
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contact hours. To meet this requirement students should plan to complete a minimum of 5 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours) must be relational (couple or family).

MFT8961

[MFT Doctoral Internship I \(1-credit course\)](#)

Upon completion of the majority of your courses, doctoral students are required to complete a full-time (30 hours/week), 9-month professional employment experience where they can hone their recently developed competencies emphasizing relationally-focused practice, research, teaching, or administration. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct supervision from a qualified MFT supervisor, this internship time should be focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of relationally-focused practice, research, teaching, or administration. Prior to beginning the internship, students must complete the internship preparation process and receive approval from the MFT Director of Clinical Training to begin the internship preparation process. At that time, the MFT Director of Clinical Training works with students to establish how many

hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8962

[MFT Doctoral Internship II \(1-credit course\)](#)

Upon completion of the majority of your courses, doctoral students are required to complete a full-time (30 hours/week), 9-month professional employment experience where they can hone their recently developed competencies emphasizing relationally-focused practice, research, teaching, or administration.. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct

supervision from a qualified MFT supervisor, this internship time should be focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of relationally-focused practice, research, teaching, or administration. Prior to beginning the internship, students must complete the internship preparation process and receive approval from the MFT Director of Clinical Training to begin the internship preparation process. At that time, the MFT Director of Clinical Training works with students to establish how many hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8965

[MFT Doctoral Internship and Portfolio \(1-credit course\)](#)

This course is the capstone for the Doctoral Internship process. During this course, students will complete the requirements for their Internship agreed upon with the MFT Director of Clinical Training. If students have not previously completed their 1,000 clinical contact hours, as a part of the course, students will submit hours logs, signed by the site supervisor, documenting completion of the total of 1,000 hours of direct client contact, with at least one-half (500) of the hours relational, and 200 hours of supervision, with at least one-half (100) of the hours individual supervision. Additionally, students will submit relevant paperwork documenting completion of their research and/or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during this capstone internship course, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8970

[MFT Supervision Methods](#)

This course introduces the fundamentals of systemic supervision with an emphasis on the importance of contextual variables such as culture, SES, and ethnicity. There is also an exploration of the impact of gender on the supervisory relationship. The design of the course meets the criteria for the 30-hour supervision

fundamentals course for the AAMFT Approved Supervisor track. The intention is for the course also to be useful for any professional who is actively engaged in clinical supervision. Learning methods include short writing exercises and 15 hours of participant involvement in videoconferences with colleagues and course faculty. During the videoconferences there will be critiques of vignettes, role playing exercises, and discussion of short papers. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

Doctoral Comprehensive Exam - 3 Credit Hours

CMP9500MFT

[MFT Doctoral Comprehensive Examination](#)

In their pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

Dissertation Courses - Minimum of 12 Credit Hours

DIS9501MFT

[Doctoral Dissertation Research I](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9502MFT

[Doctoral Dissertation Research II](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed.

	<p>Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9503MFT	<p><u>Doctoral Dissertation Research III</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9504MFT	<p><u>Doctoral Dissertation Research IV*</u></p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal</p>

paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505MFT-DIS9509MFT) may be taken if the dissertation requirements are not completed in DIS9504MFT.

PhD Program

The PhD program may be completed in 69 credits (not including required Standard Curriculum courses; see above). Up to an **additional 15 credit hours will be allowed** as needed to complete the dissertation research. Students who do not complete their program in 84 credit hours (not including Standard Curriculum courses) will be dismissed.

Specializations within the MFT Doctoral Program

Students in the MFT Doctoral program may elect to complete a specialization, including any of the five options described below.

Child and Adolescent Therapy

The Child and Adolescent Therapy Specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with children and adolescents. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

	<p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8201	<p><u>Play Therapy Methods</u></p> <p>This course will focus on the history, principles, and theories of play therapy, play therapy orientations, and applications in clinical practice with a specific emphasis on conceptualizing play therapy using a system theory orientation. Methods of play therapy with individual children, adolescents, and families will be addressed.</p>
MFT8202	<p><u>Family Therapy with Adolescents</u></p> <p>This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for pertinent presenting clinical problems relevant to adolescents. Course material will</p>

	<p>address family therapy practice and be related conceptually to theory. Specific methods of therapy with adolescents and facilitating parental and family involvement will be discussed. Intervention strategies for difficult adolescents will be discussed, many of which have a common focus on working both within the family and with external systems relevant to the life of the adolescent.</p>
MFT8203	<p>Parenting Strategies</p> <p>This course is focused on research and intervention with parents. The course focuses on developing competency in a variety of areas of parenting and child guidance. In particular, course content will address diverse family systems, family literacy, health and nutrition, and fostering physical, emotional, intellectual, and social development from birth through adolescence. Additionally, the course will include discussion of various techniques on how to responsibly discipline children.</p>
MFT8204	<p>ADHD Assessment and Treatment</p> <p>This course will cover a survey of topics related to Attention-Deficit Hyperactivity Disorder, including diagnosis, assessment, etiology, and treatment with purposeful focus on both neurobiological and systemic implications.</p>

Couple Therapy

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with couples. Eighteen (18) credit hours of coursework are devoted to Couple Therapy.

MFT8101	Advanced Theories in MFT
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	<p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8301	<p><u>Advanced Couple Therapy</u></p> <p>This course involves an in depth study of systemic approaches to couple therapy. Topics will focus on assessment methods, empirical research on couple therapy, specific models of couple therapy, integration of course content with personal case work, special problems in couple relationships, and the dynamics of gender and diversity in relation to couple therapy.</p>
MFT8302	<p><u>Emotionally Focused Couple Therapy</u></p> <p>This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries</p>

	<p>play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.</p>
MFT8303	<p><u>Systemic Sex Therapy</u></p> <p>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.</p>
MFT8304	<p><u>Treating Infidelity and Sex Addiction</u></p> <p>This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.</p>

General Family Therapy

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, Students must complete MFT8101 and MFT8102 and then select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Psychology may be considered to fill this requirement with approval on a case by case basis. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to marriage and family therapy.

MFT8101	<p><u>Advanced Theories in MFT</u></p> <p>This course is designed to be an advanced survey of the theoretical literature related to the practice of</p>
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	<p>marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p>Dynamics of Family Interaction</p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
Electives	<p>Four additional electives (theory or treatment-focused) chosen from any of the SMFS specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.</p>

Medical Family Therapy

The Medical Therapy Specialization is designed to prepare students to work with individuals, couples and families that are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to medical family therapy. Eighteen (18) credit hours of coursework are devoted to Medical Family Therapy.

MFT8101	<p>Advanced Theories in MFT</p> <p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical</p>
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	<p>thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8401	<p><u>Medical Family Therapy</u></p> <p>This course is an advanced survey of professional literature and resources related to the practice of medical family therapy. The course includes an emphasis on the biopsychosocial approach to collaborative family healthcare, and an examination of the context within which such collaboration takes place. The broad overview illustrates the multitude of factors that influence medical family therapy practice.</p>
MFT8402	<p><u>Biopsychosocial Connections and Interventions</u></p> <p>This course investigates the interconnection in people's lives between biological experiences, intellectual/psychological processing, emotions, and relationship interactions. The connections between</p>

	<p>these levels of functioning will be explored in terms of their influence on behavior, neurology, immune system functioning, emotional states, stress response, somatic experience, and relational interactions. Psychoeducation, mindfulness, and other brief intervention approaches will be addressed.</p>
MFT8403	<p><u>Families with Severe and Chronic Illness</u></p> <p>This course addresses the challenges faced by individuals and families that accompany severe and chronic illness. It identifies severe and chronic health complaints and diseases, addresses the medical explanation for each, looks at the standard treatment, and discusses the psychological and relational barriers to effective management. Specific interventions are explored with focus on psychoeducation, as well as short-term, systems oriented therapy and treatment of the grief associated with the loss of health.</p>
MFT8404	<p><u>Death, Dying and Bereavement</u></p> <p>The course is set up for the student to begin to explore all aspects in the process of loss and death. Specifically, the course focuses on current and historical attitudes towards death, relevant theory and practice strategies, and the integration of conceptual knowledge with the human experience. Additionally, theoretical and clinical approaches to loss and grieving will be addressed.</p>

Therapy with Military Families

The Therapy with Military Families Specialization is designed to prepare students to work primarily

with individuals, couples, and families that are affiliated with the military through using a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with military personnel and their families. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

MFT8101	<p><u>Advanced Theories in MFT</u></p> <p>This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.</p>
MFT8102	<p><u>Dynamics of Family Interaction</u></p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
MFT8501	<p><u>Dynamics of Military Families</u></p> <p>This doctoral-level course focuses on the characteristics of the military family that distinguish it as a separate cultural entity. Emphasis will be placed on factors that make military life particularly difficult. Individual, family, and societal factors that contribute to and/or mitigate those problems will be explored.</p>

MFT8502	<p><u>Family Therapy in the Military</u></p> <p>This doctoral-level course focuses on the assessment, diagnosis, and treatment of common clinical issues facing military service members and their families. Special attention will be paid to the role of combat stress, post-traumatic stress disorder (PTSD), and other factors or issues associated with or even potentially resulting from combat.</p>
MFT8302	<p><u>Emotionally Focused Couple Therapy</u></p> <p>This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.</p>
MFT8304	<p><u>Treating Infidelity and Sex Addiction</u></p> <p>This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.</p>

The Northcentral University Bachelor of Arts in Psychology program is an undergraduate program designed for students interested in obtaining a degree in psychology. The program offers a foundation in psychology that allows for the application of psychology to bachelor's level careers in industry, helping professions, government, and nonprofit agencies. The program also provides knowledge and skills that are a basis for further education in psychology and related fields.

The program requires the successful completion of at least 30 credits at Northcentral University for a total of 120 credit hours. Students enter the program with at least 60 transfer credits that include the completion of all general education requirements (see Basis of Admissions for more details).

Goals of the BA Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Bachelor of Arts in Psychology degree program are as follows:

- Students will demonstrate a broad knowledge base in general psychology.
- Students will be able to identify basic concepts related to research methods in psychology.
- Students will recognize critical thinking skills in psychology.
- Students will relate psychological principles to personal, social, and organizational issues.
- Students will examine the values of ethical action, use of empirical evidence in making decisions, respect for diversity understanding of the role of psychology in fostering positive social, civic, and global outcomes.
- Students will develop information literacy and communication skills.

General Degree Requirements

This degree requires a total of 120 semester credit hours, with a minimum of 60 credits in transfer from an accredited institution. In addition:

- A minimum of 30 credit hours must be in required Psychology courses.
- A Grade Point Average of 2.0 (letter grade of "C"), or higher is required to remain in academic good standing and to be eligible for graduation.
- Official transcripts are required to be on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.
- Official documents must be on file demonstrating all requirements of basis for admissions have been met (see Section 2 - Admission Policies, Basis for Admissions).

The University will accept a maximum of 90 lower and upper division semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited college or university with a grade of "C" or better.

If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY2000, Introduction to Psychology, prior to completing any other course. This course does not count toward the 30 required credits. PSY4500, Capstone in Psychology, must be the student's last course on their degree plan.

Completion Time for the Bachelor of Arts in Psychology Program

Normal time to completion for this program is 51 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 21 months.

Required Northcentral University Psychology Courses (10 courses) – 30 semester credit hours.

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

LS3010-8	Foundations for Undergraduate Study This course is an orientation to Northcentral University and to the essential skills needed to pursue an undergraduate degree. Academic skills, such as academic integrity, time management, and effective use of the Northcentral Library are introduced. Students will develop the ability to locate, evaluate, use information in the context of academic and professional activities, and use APA form and style in professional communication. This course highlights personal goals, strengths, and overcoming challenges, and provides a roadmap for students to navigate their way towards completion of their educational aspirations.
PSY3002-8	Abnormal Psychology This course helps students acquire a better understanding of the origins of maladaptive behaviors and their related problems. Students will explore ethical, legal, and social issues related to

	<p>abnormal psychology and have the opportunity to apply the study of abnormal to everyday life. Students will be examining factors that contribute to the development of mental disorders, and different courses of treatment for them. Finally, students will do an in depth study of a mental disorder that has significant impact on today's society.</p>
PSY3003-8	<p>Human Development</p> <p>This course explores the physical, cognitive, moral, and emotional-social development of individuals across the life span. The student will be introduced to the basic theories of human development and how maturation, genetics, and the environment impact development throughout the lifespan.</p>
PSY3004-8	<p>Basic Research Methods in Psychology</p> <p>This course provides an overview of research design and methods in the behavioral sciences. The content focuses on core research concepts as well as how creativity and critical thinking can lead to new findings through a systematic research process. The course will also prepare the student for more advanced research courses to follow at the graduate level.</p>
PSY3006-8	<p>Social Psychology</p> <p>This basic course provides a general overview of social psychology with specific focus on topics such as the balance between personality and social forces in influencing behavior, how and why we form and end relationships, and the role of the media in promoting aggression and violence. These and other topics will be examined through the</p>

	lens of social psychology theory and research. Students will have a chance to reflect on the everyday application of social psychology and to learn more about themselves, and their world as a result.
PSY3007-8	<p>Ethics and Professional Issues</p> <p>This is an introductory course in ethics, which is designed to provide a general overview of psychology and related fields and to prepare undergraduate students for more advanced coursework in the areas of ethics and law in the helping professions.</p>
PSY3009-8	<p>Multicultural Psychology</p> <p>This course explores the impact of culture and cultural diversity on behavior, research methodology, and practice in the field of psychology. It introduces theories used by cross-cultural psychologists; examines the influence of culture on personal development, perception, cognition, gender, health, emotions, communication, and personality; and studies cultural awareness and self-identity.</p>
PSY3011-8	<p>Introduction to Statistics in Psychology</p> <p>This course will acquaint students with basic mathematical and statistical concepts used in psychological research. Students will study descriptive and inferential statistical techniques that are often encountered in behavioral research. The course will provide an exposure to many basic quantitative areas of data analysis in psychology, and make connections to other applications in life.</p>
PSY3012-8	<p>Evolutionary Psychology</p>

	<p>Evolutionary psychology is the application of Darwin's theory of evolution to problems of mind and behavior. In this course, we examine major topics of evolutionary psychology such as adaptive design of human brain/mind, parent-child conflict, kinship, mating strategies, altruism, and cooperation, aggression/warfare, culture, and morality and religion. Students will have the opportunity to apply the concepts in this course to real life observations and scenarios.</p>
<p>PSY4500-8</p>	<p>Capstone in Psychology</p> <p>Pre-requisite: Completion of all required PSY courses</p> <p>This Capstone Course in Psychology represents a culmination of the student's undergraduate learning. Students will integrate their knowledge and professional growth through an examination of psychology's history, current status, and future directions. They will plot the development of psychology as a science in relation to other important historical and cultural developments. Students will also review their own progress in psychology, and make plans for their upcoming education.</p>

Psychology Electives – Available to students to complete 120 credit hour requirement.

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

<p>PSY4200-8</p>	<p>Overview of Substance Abuse and Addiction</p> <p>This course explores various topics in the study of substance abuse addiction. It provides a general overview of the physical, emotional, psychological and cultural aspects of the addictive process on the individual and the various systems</p>
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	<p>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.</p>
PSY4201-8	<p><u>Forensic Psychology</u></p> <p>Forensic psychology involves the application of psychological principles to the justice system, which includes law enforcement, the courts, corrections and victim services. This course presents an overview of topics that are of concern both to psychologists and members of the legal system. Concepts that will be addressed include criminal profiling, eyewitness testimony, crime scene investigation, victim services, and offender rehabilitation and treatment. Psychological principles related to this course include social interaction, cognitive processes, development issues and physiological processes.</p>
PSY4202-8	<p><u>Community Psychology: Prevention and Change</u></p> <p>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.</p>
PSY4203-8	<p><u>Industrial/Organizational Psychology</u></p> <p>Students in this course will explore how psychological theories and research can be applied in organizational settings to improve individual, team and</p>

	<p>organizational performance. Topics to be covered include methods of job analysis, employee selection, training, performance appraisal, work motivation, leadership and organizational culture. Students will develop an understanding of human behavior in work settings, the variables that have an impact of workers and their productive efficiency and strategies to improve productive human relations in such settings.</p>
<p>PSY4204 -8</p>	<p><u>Adult Aging</u></p> <p>Aging describes the natural process and developmental changes that occur during adulthood, a much longer span of time than during childhood and adolescence. This course provides an overview of adult developmental issues, with specific focus on the physical, cognitive, and psychosocial aspects of adult development and aging. Changes in sensory processes, cognitive functions, and social relations, among other factors, and the effects of these changes on the psychological health of the individual as well as ways of coping with these stressors will be examined. End of life issues also will be discussed.</p>
<p>PSY4205-8</p>	<p><u>Principles of Mental Health</u></p> <p>This course is an introduction and overview to the field of mental health counseling. Topics covered include theoretical perspectives on counseling, current trends, ethics and types of interventions. It examines the clinical, school, group, career and marriage counseling and the activities and challenges mental health counselors may find in these settings.</p>
<p>PSY4206-8</p>	<p><u>Critical Thinking and Personal Development</u></p> <p>In this course students will learn the skills of critical thinking. They will learn how to read, think, and write critically, to</p>

	<p>recognize and evaluate scholarly sources, and to make a logical argument. Students will also learn the basics of recognizing a fallacious argument from a sound argument. The skills learned in this course will serve students in their personal lives as well as help them meet their academic and career goals.</p>
PSY4207-8	<p>Psychology of Learning</p> <p>Psychology of learning covers behavioral learning theory, including classical and operant learning. In addition, this course focuses on more contemporary theories of learning, such as cognitive, neuropsychological and technology enhanced learning.</p>
PSY4208-8	<p>Human Sexual Behavior</p> <p>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.</p>
PSY4209-8	<p>Psychology and Health</p> <p>This course examines the contributions and application of psychological principles and theories to the promotion and maintenance of health and prevention and treatment of illness. It explores the various influences on physical and mental health, including culture and lifestyles, and provides a deeper understanding of the mind-body connection. Topics covered include historical perspectives of health, stress and coping strategies, chronic illness, communicable diseases and pain management.</p>

PSY4210-8	<p data-bbox="475 248 722 286">Research Project</p> <p data-bbox="475 327 1062 645">The student develops an individual research project, either library or field, under the direction of a faculty member. The student will choose a project that addresses the application of psychological theory to local, state, or global issues. Information literacy, search skills, and the formulation of a research paper will also be a focus of the course.</p>
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Students may select any undergraduate Northcentral course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

The Master of Arts (MA) program enables students to pursue advanced study in psychology that can lead to careers in the helping professions, industry, government, and nonprofit organizations. The program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

Goals of the MA Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Master of Arts in Psychology degree program are as follows:

- Students will analyze and apply a knowledge base in psychology.
- Students will analyze and apply basic concepts related to research methods and data analysis in psychology.
- Students will apply advanced critical thinking skills in psychology.
- Students will analyze psychological principles and apply them to personal, social, and organizational issues.
- Students will apply specific ethical principles, as related to research, academic integrity, respect for diversity, and engagement in civic and global issues.
- Students will analyze and critique research by practicing scholarly communication skills in print and electronic media.

General Degree Requirements

The master's degree requires a total of 36 credit hours at the graduate level beyond the bachelor's degree.

The University may accept a maximum of 6 semester credit hours in transfer toward the master's degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

All master's degree programs have the following graduation requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through Northcentral.
- Grade Point Average of 3.0 (letter grade of "B") or higher.
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Completion Period for Master's Degrees

Northcentral allows five years to complete all 36 credit hour master's programs.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 47 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

MA Specializations

Students are required to select one of four specializations within the Master of Arts in Psychology degree program, each of which is described in further detail below:

- Gender Diversity
- General Psychology
- Health Psychology
- Industrial/Organizational Psychology

Course Length

All courses in the Master of Arts in Psychology program are eight weeks in length, with the exception of practicum courses (PSY6901 and PSY6902).

Master of Arts in Psychology Degree Plan

36 Credit Hours

Foundations - 21 credit hours

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

PSY5101-8	Foundations for Graduate Study in Psychology This course is an orientation to Northcentral University and to the essential skills needed to pursue an MA degree in Psychology. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending
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complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY5102-8

[History and Systems of Psychology](#)

This course presents a history of psychology beginning with the early Greeks to the modern era. It shows how philosophy combined with developments in natural science and experimental physiology to form the major schools of psychology today. Developments in the fields of psychology will be assessed in the context of the cultures and the times in which they occurred. Psychological theories, knowledge of important individual and events, and critical thinking are emphasized.

PSY5103-8

[Professional Ethics, Law, and Psychology](#)

This course examines legal and ethical issues as they relate to the profession of psychology as practiced in any and all settings. Course content includes Standards of Practice, State Licensing and Practice Regulations, and Professional Ethics Codes. This course is a requirement for all graduate students in psychology. It is required for graduate students in the General, Gender Diversity, Industrial/Organizational, and Health Psychology specialties. The main text book discusses some of the concepts from a primarily clinical perspective. Nevertheless, each issue and concept applies to work in each of the four specialties. Students are encouraged to consider the issues from the perspective of their own specialty and

	<p>interest, and to do their assignments from their perspective of interest.</p>
PSY5104-8	<p>Theories of Human Development and Functioning</p> <p>This is a study of the psychological development of the individual from conception through late adulthood, examining the processes of change and the influences affecting the developing person including motor, language, social and intellectual skills across the lifespan.</p>
PSY5105-8	<p>Social Psychology</p> <p>This course is an overview of social psychology. Specifically, this course will explore how others affect an individual's perceptions, thoughts, emotions, and behavior. We will examine current research as well as historical social psychological concepts, and explore how social psychological constructs impact one's world.</p>
PSY5106-8	<p>Biopsychology</p> <p>Biopsychology explores the relation between the function and structure of physiology, especially the brain, and psychological functioning. This course examines the divisions in biopsychology, how the brain grows, what causes it to be damaged, and how it can regenerate or be repaired. Ethical considerations related to research and developments in neuropsychology and applications of the findings of biopsychology to improve the human condition will also be raised.</p>
PSY5107-8	<p>Research Design</p> <p>The focus of this course is on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students will gain an understanding of the strengths and limitations of each approach, and how these methods apply to the student's area of research interest. This course</p>

also provides students with background on research ethics and skills in conducting literature reviews and scholarly writing.

These courses must be completed prior to enrolling in other graduate courses in psychology.

Required Specialization Courses – 15 credit hours

See Specialization options below.

Gender Diversity Studies Specialization

The purpose of the Gender Diversity Studies specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation.

Required Specialization Courses - 15 credit hours

PSY6201-8	<p>Psychology of Sex and Sexuality</p> <p>In this course, students will examine dimensions of human sexuality from physiological, psychological, social and cultural points of view. Topics include an overview of psychosexual development, cultural and individual variations, gender identities, and gender roles.</p>
PSY6202-8	<p>Psychology of Gender</p> <p>This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.</p>
PSY6203-8	<p>Introduction to Gender Variance</p> <p>This course offers a comprehensive biological, social and psychological focus on psychotherapy and counseling with</p>

	<p>individuals who identify as gender variant and their families. Assessment and treatment are presented through a nonpathologising lens that allows for ethical and competent treatment of the myriad of individuals who identify as members of the transgender community.</p>
PSY6206-8	<p>LGBTQ Affirmative Psychology</p> <p>This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality, such as sex and race, will be examined in the context of sexual orientations and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.</p>
PSY6205-8	<p>Capstone Course: Gender Diversity Studies</p> <p>The Capstone course in Gender and Diversity Studies is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Gender and Diversity Studies.</p>

General Psychology Specialization

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

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

requirements (note: if practicum courses are selected, only one may count towards the degree – see practicum information provided at the end of this section). Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses - 15 credit hours

<p>PSY6100-8</p>	<p><u>Theories of Personality*</u></p> <p>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.</p>
<p>PSY6102-8</p>	<p><u>Multicultural Psychology*</u></p> <p>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.</p>
<p>PSY6103-8</p>	<p><u>Human Communication: Interviewing Skills*</u></p> <p>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</p>

	<p>about what makes public speaking influential and also study the cutting edge in communication, electronic mediated communication.</p>
PSY6104-8	<p>Positive Psychology*</p> <p>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.</p>
PSY6105-8	<p>Capstone Course: Psychology</p> <p>The Capstone course in Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Psychology.</p>

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Health Psychology Specialization

The purpose of the Health Psychology specialization is to provide an in-depth understanding of the total matrix of factors influencing psychological and physical health and illness.

Required Specialization Courses – 15 credit hours

PSY6301-8	<p>Health Psychology</p> <p>This course examines how biological, psychological, and social factors interact with and affect: 1. The efforts people make in promoting good health and preventing illness. 2. The treatment of people by medical professionals and responses to treatment. 3. Coping with stress and pain. 4. The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. 5. Personality factors in health. 6. Role of stress on immunity.</p>
PSY6302-8	<p>Behavioral Nutrition</p> <p>This course introduces the student to evidence-based knowledge on the interaction between nutrition, behavior, mental health. 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.</p>
PSY6303-8	<p>Stress and Coping</p> <p>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.</p>

PSY6304-8	<p>Coaching for Health and Wellness</p> <p>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.</p>
PSY6305-8	<p>Capstone Course: Health Psychology</p> <p>The Capstone course in Health Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Health Psychology.</p>

Industrial/Organizational Psychology Specialization

The purpose of the Industrial/Organizational Psychology specialization is to provide an in-depth understanding of people in the world of work. Training is provided in conducting basic and applied research and in the application of theory and research to organizational and human resource management issues.

Required Specialization Courses – 15 credit hours

PSY6401-8	<p>Industrial/Organizational Psychology</p> <p>This course focuses on how psychological principles are applied in work settings. An evaluation of current models and theories used in Industrial/Organizational (I/O) Psychology will be explored. Research methodologies as well as the history of I/O psychology will be investigated. Key</p>
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	<p>concepts include teamwork, work motivation, and job analysis.</p>
PSY6402-8	<p><u>Applied Statistics</u></p> <p>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.</p>
PSY6403-8	<p><u>Tests and Measurements in Industrial/Organizational Psychology</u></p> <p>This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. It reviews the history and ethics of tests and measurements in Industrial Psychology. Job analysis, performance appraisal, and employee selection will be examined, as well as the merits of personality and vocational testing.</p>
PSY6414-8	<p><u>Small Group Theory and Team Processes</u></p> <p>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.</p>

PSY6415-8

Capstone Project:
Industrial/Organizational Psychology

The Capstone course in Industrial/Organizational Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Industrial/Organizational Psychology.

Description of Program

Each Post-Master's Certificate program comprises 6 courses (18 credit hours). With the exception of the General Psychology certificate, students must complete the program as listed below and may not substitute alternative courses. Students must complete all six courses with a grade of "B" or better in order to receive a certificate.

Basis of Admission

A completed master's level or higher degree from an accredited institution or university is required. If applying for admission to the Post-Master's Certificate Mental Health Policy and Practice specialization, the Basis of Admission is current licensure in the student's state either in counseling, social work, marriage and family therapy, or as a psychologist, etc.).

Scope

6 Courses (18 Credit hours) must be completed to earn a Post-Master's Certificate specialization. Regarding transfer of credit hours into a Post-Master's Certificate:

- Credit hours from another university or institution cannot be transferred towards a Post-Master's Certificate program.
- Courses taken in a Northcentral master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses in which a grade of (B) or better was earned 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 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.

Completion Period for Post-Master's Certificate

Normal time to completion for this program is 19 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can

expect to finish in as little as 13 months.

Northcentral allows two years to complete a Post-Master's Certificate.

Students who are unable to complete a Post-Master's Certificate within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: Northcentral does not guarantee that Post-Master's Certificate courses taken in one Northcentral School will transfer to another Northcentral School. The Dean of the School to which the student wishes to transfer will review the Post-Master's Certificate courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

School of Psychology Post-Master's Certificate

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

Addictions - 18 credit hours

The Post-Master's Certificate in Addictions is intended for mental health practitioners who would like to develop knowledge and expertise in the area of substance abuse, addictions and addictive behaviors. Dynamics of substance abuse and dependence including drugs, alcohol, and marijuana, with an emphasis on assessment and treatment planning will be explored. Coursework also examines research related to addictions and compulsive behaviors, as well as co-occurring disorders.

PSY8111	Clinical Survey of Substance Abuse and Dependence In this course, students will focus on the dynamics of substance abuse and dependence including illegal and prescription drugs, alcohol, and marijuana. Students will gain a basic understanding of the psychopharmacology of substance use and abuse, and explore the physiological and psychological processes of dependence. In addition, students will explore the interrelatedness of substance abuse with various factors in the individual, the family, and the society.
PSY8112	Addiction Assessment and Treatment Planning This course provides an overview of

	<p>addiction assessment and treatment planning. Course materials address addiction assessment testing, biopsychosocial interviewing, the Addiction Severity Index (ASI), multi-axial diagnosis, treatment placement based on the ASAM Patient Placement Criteria, and treatment planning.</p>
<p>PSY8113</p>	<p>Addiction and Related Disorders</p> <p>This doctoral-level course is designed as a comprehensive overview of research in addictions and related behaviors. This course presents information on addiction, related disorders, and their associated compulsive behaviors by identifying clinical syndromes associated with substance use disorder, eating disorders, and gambling disorder. In addition, this course explores other compulsive disorders such as sex addiction, workaholism, and compulsive buying. These disorders and compulsive behaviors will be analyzed through a series of case buying. These disorders and compulsive behaviors will be analyzed through a series of case studies, while identifying DSM criteria that are associated with these disorders. This course also examines etiological theories, screening tools, assessment processes, and treatment interventions as well as their co-occurrence with each other or with other psychiatric disorders.</p>
<p>PSY8114</p>	<p>Co-Occurring Disorders</p> <p>This doctoral-level course is designed as a comprehensive overview of co-occurring disorders (sometimes termed dual diagnosis). This course explores several mental disorders that commonly co-occur with substance use disorders. Students will focus on current research and diagnostic criteria (found in the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>). Primary and secondary differential</p>

	analysis, assessment, intervention, and treatment will be addressed along with legal, ethical, and cultural considerations.
PSY8115	<p>Family Systems Approaches to Addiction</p> <p>This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.</p>
PSY8116	<p>Group Therapy</p> <p>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.</p>

Addictions and Rehabilitation - 18 credit hours

The Post-Master's Certificate in Addictions and Rehabilitation is designed for individuals interested in gaining knowledge of case management, clinical supervision, clinical supervision leadership strategies, rehabilitation needs of special population, and evidence-based practices in addiction rehabilitation. Courses will cover core functions in addiction counseling, thus providing students with information to help them prepare for eventual and advanced careers in addiction rehabilitation.

PSY8600	<p>Integrated Theories of Addiction and Rehabilitation</p> <p>This course is designed for the advanced practitioner and those with a working history in addiction treatment interested in learning more about integrated theories of addiction and rehabilitation. Topics to be covered include the history of alcohol and other</p>
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	<p>drug treatment, models and theories of addiction, and neurobiology of addiction with specific focus on a variety of evidenced based approaches. Highlights include a focus on how substances affect the users, the resulting impairments, the recovery process, and how the integration of addiction theory and practices that support rehabilitation.</p>
<p>PSY8601</p>	<p><u>Case Management Approaches and Methods</u></p> <p>In this course, students will focus on methods and approaches to case management as well as the multifaceted role of the modern case manager. Students will examine the functions of case management within the therapeutic process and identify the responsibilities of case management in evaluation and follow-up in a variety of treatment settings.</p>
<p>PSY8602</p>	<p><u>Clinical Supervision</u></p> <p>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.</p>
<p>PSY8603</p>	<p><u>Advanced Clinical Supervision: Leadership</u></p> <p>This course explores the advanced skills and expanded knowledge areas necessary for continued development as a clinical supervisor. Topics include the development of a personal model of clinical supervision and its application</p>

	<p>via practice and/or current supervisory responsibilities. Practical issues that arise in supervision including managing crises and legal dilemmas will be emphasized. The development of leadership and other skills necessary to enhance one's performance in mentoring counselors also will be addressed. Prerequisite: PSY8603</p>
<p>PSY8604</p>	<p><u>Addiction Treatment and Special Populations</u></p> <p>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.</p>
<p>PSY8605</p>	<p><u>Evidence-Based Practice in Addictions and Rehabilitation</u></p> <p>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</p>

of individualizing care as a means toward relapse prevention and sustained recovery.

Gender Diversity - 18 credit hours

The Post-Master's Certificate in Gender Diversity is intended for practicing mental health practitioners and educators who are interested in examining in more depth the social, cultural and biological foundations of human sexuality, gender and sexual orientation. Issues, challenges and changes in current understanding of mental health, gender and healthy sexuality are addressed.

PSY8200	<p>Sexual Issues</p> <p>This is a doctoral-level comprehensive course focusing on physiological, psychological, and social cultural variables associated with sexual identity, psychological, cultural, and biological aspects of human sexuality, including an overview of psychosexual development, cultural and individual variations, gender identities and roles, and legal aspects.</p>
PSY8201	<p>Dynamics of Family Interaction</p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
PSY8202	<p>Psychology of Women</p> <p>This doctoral-level survey course explores the historical context for the emergence of a multicultural perspective on diversity in the psychology of and by women. This course provides the student with the opportunity to explore the theory</p>

	<p>and methodology of women's psychology; the context, nature, and meaning of gender; health and therapy; violence and harassment; politics, policy, and advocacy, and illustrates women-centered psychological principles and priorities in action.</p>
<p>PSY8203</p>	<p><u>Psychology of Gender</u></p> <p>In this doctoral-level course, students will think critically about the way in which gender is understood from various perspectives. Students will explore the difference between sex and gender, and how gender impacts relationships and communication. Changing gender roles and gender roles in diverse cultures will also be important points. Students will have the opportunity to learn about these topics, as well as to apply and to reflect on these important issues.</p>
<p>PSY8204</p>	<p><u>Psychological Aspects of Gender Variance</u></p> <p>This is a doctoral-level course with a comprehensive focus on ethical, appropriate psychotherapy and counseling across the lifespan with individuals that identify as gender variant. The course addresses clinical competencies, theoretical approaches to understanding gender variance, and treatment modalities with both children and adults. The course assumes a basic working knowledge of the current thinking on transgender issues.</p>
<p>PSY8205</p>	<p><u>Psychology and the Gay, Lesbian and Bisexual Population</u></p> <p>This is a doctoral-level course focuses on advanced issues in psychotherapy and counseling with individuals who identify as Gay, Lesbian, or Bisexual (GLB). This course also explores clinical models, family function and dynamics, ethical principles, and counseling techniques.</p>

General Psychology - 18 credit hours

The Post-Master's Certificate in General Psychology allows students to select courses from a broad range of electives to fit their personal and professional goals. Completion of this certificate will assist individuals in pursuing a variety of career opportunities in research and education in both the public and the private sector in setting such as schools, hospitals, clinics, research centers, business and health care teams.

Recommended Certificate Courses* - 18 credit hours

PSY8100	Theories of Personality* 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.
PSY8101	Multicultural Psychology* 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. .
PSY8103	Cognition, Emotion, and Motivation* 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

	<p>as will the concept of emotional intelligence. Emotions and their impact on mental health also will be discussed.</p>
<p>PSY8104</p>	<p><u>Positive Psychology*</u></p> <p>This 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.</p>
<p>PSY8105</p>	<p><u>Community Psychology*</u></p> <p>This course focuses on theories, research findings, and applications of community psychology. Relationships between environmental conditions and the development of the health and well-being of all members of a community are also examined.</p>
<p>PSY8106</p>	<p><u>Human Communication: Interviewing Skills *</u></p> <p>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. Note: students will need access</p>

to audio or simple video tape equipment to complete the assignments in this course.

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Psychology certificate courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Geropsychology and Elder Care - 18 credit hours

The Post-Master's Certificate in Geropsychology and Elder Care 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 geropsychology. Coursework in this certificate prepares individuals for career opportunities in health facilities, mental health clinics, numerous government agencies, and community organizations.

PSY8121	Psychology of Aging This doctoral-level course deals with the biological and psychological changes that occur within adults over time (intra-individual changes) and the extent to which these changes occur at different rates among different individuals (inter-individual differences). Current research will be examined.
PSY8330	Mental Health and Aging In this course, students will review psychological aging and mental health, an area often misunderstood by older adults, family, caregivers and medical professionals. Common mental health issues such as depression, addiction and anxiety faced by older adults will be addressed. Neurological changes, including Mild Cognitive Impairment (MCI) and dementia spectrum disorders, will be examined. Symptoms, assessment, and treatment options for mental health issues in this population are complicated with the presence of other physical problems and associated medications and treatment. Other topics

	<p>to discuss include risk factors for non-medication compliance, elderly neglect and abuse in residential homes, loneliness and cross culture differences in coping strategies and social support.</p>
PSY8331	<p>Aging, Families and Elder Care</p> <p>In this course, students will examine the gamut of helping services known as elder care. These services include basic assistance with activities of daily living (ADLs), to rehabilitation care, aging in place, familial caregiving, long-term care and hospice. This course focuses on the concepts, theories and strategies related to the care of older adults. Common concerns related to elder care needs will be discussed including the emotional strains families may face. A key component of the course will be identification of caregiver strategies, including support groups, respite care and other community resources.</p>
PSY8332	<p>Multicultural Perspectives of Aging</p> <p>In this course, students will examine multicultural influences on the aging process on individuals. Topics to be covered include attitudes toward aging and well-being, social support, elder care, and end of life issues. Gender and ethnic differences in aging experiences will be discussed. Concerns related to special populations also will be addressed.</p>
PSY8333	<p>Psychological Practice in Gerontology</p> <p>This course addresses the psychologist's role in elder care management. Topics to be covered include an overview of psychological assessment and evaluation as applied to aging adults as well as therapeutic techniques and intervention related to elderly on individual, group and family level. Ethical considerations in geropsychology practice also will be</p>

	discussed. Areas of practice such as clinical settings, government and nonprofit agencies, nursing homes, also will be reviewed.
PSY8334	<p>Death and Dying</p> <p>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.</p>

Health Psychology - 18 credit hours

The Post-Master's Certificate in Health Psychology explores the interaction between the body and the mind, and the factors that influence physical and psychological health, such as stress and nutrition. Coursework prepares individuals for serving as a health consultant to hospitals or agencies, helping individuals develop healthy lifestyles, or providing the psychological perspective to a team of health care providers.

PSY8300	<p>Health Psychology</p> <p>This doctoral-level course examines how biological, psychological, and social factors influence the individual's physical health and well being. Key topics include health promotion and illness prevention, and stress management. The role of health psychologists will be discussed, including how they contribute to healthcare programming and policy. Global health concerns also will be addressed.</p>
PSY8111	<p>Clinical Survey of Substance Abuse and Dependence</p> <p>In this course, students will focus on the dynamics of substance abuse and dependence including illegal and prescription drugs, alcohol, and marijuana. Students will gain a basic understanding of the</p>

	<p>psychopharmacology of substance use and abuse, and explore the physiological and psychological processes of dependence. In addition, students will explore the interrelatedness of substance abuse with various factors in the individual, the family, and the society.</p>
<p>PSY8128</p>	<p><u>Stress and Coping</u></p> <p>This doctoral-level course provides a comprehensive overview of the theoretical foundations and empirical research on the psychological, physiological, and environmental nature of stress. The impact of acute and chronic stress is examined and emphasis is given to various approaches to stress management.</p>
<p>PSY8303</p>	<p><u>Eating Disorders and Obesity</u></p> <p>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.</p>
<p>PSY8304</p>	<p><u>Complementary and Alternative Medicine</u></p> <p>This course takes an evaluative look at complementary and alternative methods (CAM) aimed at promoting health and wellness. Evidence based practice in the application of complementary and alternative methods to health will be explored, as will the increasing use of CAMs in traditional medicine, and their comparative importance among diverse groups.</p>

PSY8305	<p><u>Consultation and Interventions in Health Care Settings</u></p> <p>Consulting in health settings requires an array of personal skills, knowledge and 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.</p>
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Industrial/Organizational Psychology - 18 credit hours

The Post-Master's Certificate in Industrial/Organizational Psychology reviews psychological theories and models applicable to critical issues in the fields of business and industry. Completion of coursework prepares individuals to assume leadership positions in industry, government, consulting and education in various fields, such as research, coaching, human resource development, consumer behavior analysis, workplace planning, market strategy, personnel specialist and talent acquisition.

PSY8400	<p><u>Industrial/Organization Psychology</u></p> <p>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.</p>
PSY8106	<p><u>Human Communication – Interviewing Skills</u></p> <p>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,</p>

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. Note: students will need access to audio or simple video tape equipment to complete the assignments in this course.

PSY8117

[Life Coaching](#)

This doctoral-level course outlines the profession of life coaching and is designed for individuals who have taken previous upper level courses in psychology and are interested in understanding the fundamentals of the coaching profession. During this course, students review coaching ethics, standards, interview skills, communication, strategies and tools, motivation and inspiration, problem solving, goal setting, and life design. This course is ideal for individuals who are interested in completing a full certified coaching program.

PSY8129

[Organizational Training and Development](#)

This course provides an in-depth look at how organizations train and develop associates. Topics include how training content is developed, how content relates to organizational strategy, the importance of needs assessment, effective training evaluation, and appropriate instructional methods. Fundamental psychological theories impacting organizational training and development are highlighted.

PSY8401	<p>Leadership and Management</p> <p>In this course, students will gain an appreciation of leadership and how it differs from management. Students will approach these topics through a review of literature. Self-assessment on key leadership scales will help the student understand their own profile as leaders, as well as gain additional insight in the characteristics of leaders.</p>
PSY8404	<p>Consulting in Business, Education, and Health</p> <p>Consulting in schools, businesses, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop personal skills and understanding of consulting to give you a basis to develop a successful consulting program.</p>

Mental Health Policy and Practice - 18 credit hours

The Post-Master's Certificate in Mental Health Policy and Practice is intended for helping professionals to develop a deeper understanding of mental health through an evidence-based practice approach. It is designed to help prepare individuals to assume senior leadership positions in the field of behavioral health service organizations and delivery, state government or private enterprise.

PSY8500	<p>Mental Health Services Policy</p> <p>Mental health encompasses an extensive and diverse range of services in the United States including substance abuse, school-based mental health, and mental health in the criminal justice system. This course will explore these services as well as approaches to identifying persons who suffer from mental illness, treatment settings, and research and evaluation of mental health policy.</p>
PSY8501	<p>Mental Health Administration and Management</p> <p>Effective development, integration, and maintenance of a mental health organization are necessary in today's market</p>

	<p>in order to have sustainability. How ideas will be transformed into reality will be reviewed and how an organization adapts to change will also be discussed. Students in this course will be asked to analyze strategic management factors such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.</p>
<p>PSY8502</p>	<p><u>Comparative Analysis of Psychotherapies</u></p> <p>In this course the student will analyze the complicated issues associated with various contemporary therapies used by behavioral health practitioners. The student will be exposed to core and peripheral elements of the most commonly used approaches to treating minor and major mental illnesses and behavioral challenges. Methods of therapeutic accountability, clinical feedback and outcome monitoring which can be used across all therapeutic approaches will also be examined.</p>
<p>PSY8503</p>	<p><u>Evidence-Based Treatments</u></p> <p>Evidence-based treatments refer to mental and behavioral health interventions for which systematic and empirical research is provided to assess the effectiveness of treatments. Students in this course will be asked to analyze and evaluate treatment approaches in regards to moral, empirical, and political criteria. Students will also be expected to evaluate and synthesize considerations for “good practice” in the absence of empirical evidence and to appraise and select appropriate instruments for evaluation. An overview of the evidence-based culture will also be explored.</p>
<p>PSY8504</p>	<p><u>Psychology and Finance</u></p> <p>Effective development, integration, and maintenance of a mental health organization are necessary in today’s market in order to have sustainability. How ideas will be transformed into reality will be reviewed and how an organization adapts to change will also be discussed. Students in this course will be asked to analyze strategic management factors such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.</p>
<p>PSY8505</p>	<p><u>Mental Health and the Courts</u></p> <p>The intersection of mental health policy, practice, and the law is complicated. In this course the student will be exposed to</p>

psycho-legal concepts such as those involved in the use of behavioral health evidence in courts, therapeutic jurisprudence, juvenile delinquency, child abuse and neglect, competency to stand trial, and personal rights.

Trauma and Disaster Relief - 18 credit hours

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence and conflict on a local, national and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers and bystanders. The Trauma and Disaster Relief certificate prepares learners to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

PSY8110	<p>Psychology of Violence</p> <p>Incidences of violence range from interpersonal violence including domestic violence/spousal abuse to workplace violence to worldwide terrorism. In this course, students will become aware of the causes of violence, the impact on victims of violence, and programmatic attempts to reduce violence. Students will explore current research regarding violence and learn prevention and treatment strategies to use in both professional and personal settings.</p>
PSY8320	<p>Psychology of Traumatic Violence</p> <p>Students will identify the different types of trauma and disaster and their antecedents. The neurological implications of traumatic stress will be explored. The history of the field of trauma psychology will be examined. Trauma research and treatment also will be reviewed.</p>
PSY8322	<p>Disaster, Terrorism, and Mass Violence: Impacts on Mental Health</p> <p>This course reviews human-caused trauma and disaster,</p>

	<p>including mass shootings, bombings, riots, exposure to biohazards, and acts of terrorism, and their impacts on mental health. It will examine survivor and responder reactions and needs, and introduce strategies to assist individuals in moving on with their lives post-traumatic events.</p>
<p>PSY8323</p>	<p><u>Trauma-informed Assessments, Risk, and Diagnosis</u></p> <p>This course provides a foundation for the assessment and diagnosis of acute and long-term symptoms associated with traumatic experience. Various measurements of post-traumatic stress will be examined. Attention will also be given to identifying individuals at continued risk for traumatic stress.</p>
<p>PSY8324</p>	<p><u>Trauma-informed Interventions with Disaster and Trauma Survivors</u></p> <p>Students will examine the theories and techniques related to crisis intervention. The roles, responsibilities, and functions of crisis counselors as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event also will be reviewed. Note: This is not a counseling course.</p>
<p>PSY8325</p>	<p><u>Gender and Cultural Considerations in Disaster Trauma and Response</u></p> <p>This course explores diverse populations and their experiences and reactions to various types of trauma. Among the topics addressed are culturally appropriate and effective community interventions designed to foster resilience.</p>

The Doctor of Philosophy (PhD) program was designed in response to the growing interest in psychology as a discipline of study and the need for advanced studies, including research beyond the master's level. This degree program emphasizes theory, research, and scholarship, culminating in a dissertation.

Goals of the PhD Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Doctorate in Psychology programs are as follows:

- Students will evaluate, interpret, and integrate a knowledge base in psychology.
- Students will assess and evaluate research methods and data analysis and carry out their own research studies.
- Students will utilize professional critical thinking skills to synthesize and evaluate professional knowledge.
- Students will evaluate the use of psychological principles as applied to personal, social, and organizational issues.
- Students will independently and appropriately implement ethical principles in research, integrate academic integrity, and respect for diversity into a personal code of honor.
- Students will access, prepare, and evaluate scholarly research.

PhD Specializations in Psychology

There are five specializations within the Doctor of Philosophy in Psychology degree program, each of which is described in further detail below:

- Gender Diversity Studies
- General Psychology
- Health Psychology
- Industrial/Organizational Psychology
- Mental Health Policy and Practice

General Degree Requirements

The PhD in Psychology degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The PhD degree programs in psychology have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through Northcentral.
- Grade Point Average of 3.0 (letter grade of "B") or higher.
- Satisfactory completion of a Comprehensive Exam.
- University approval of dissertation manuscript and successful completion the oral

examination.

- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy.
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Competencies for PhD Programs in Psychology

All PhD students are required to demonstrate competency in these areas:

- **Competency in Research Writing Skills** - PhD students are required to complete both PSY7101 and PSY7102 at Northcentral. Students must demonstrate doctoral-level writing skills in all Northcentral graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determine communications skills are insufficient for doctoral-level work.
- **Graduate-Level Research Methods Competency** - PhD students are required to complete PSY7103, PSY7106, PSY7108, and PSY7109 at Northcentral.
- **Graduate-Level Statistics Competency** - PhD students are required to complete PSY7107 at Northcentral.
- **Computer Competency** - Doctoral students are required to have the computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SPSS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Completion Period for Doctoral Degrees

Northcentral allows seven years to complete a doctoral program.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 82 months. Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the

preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 48 months.

PhD in Psychology Degree Plan

Credit Hours - The PhD program may be completed in 60 credits (not including required Standard Curriculum courses; see below). Up to an *additional 15 credit hours will be allowed* as needed to complete dissertation research. Students who do not complete their program in 75 credit hours (not including Standard Curriculum courses) will be dismissed

Basis of Admission - In order to enter the doctoral (PhD) program in psychology, applicants must have earned a master's degree from an accredited university. There are two options for entering the doctoral program in psychology:

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

NOTE: Standard curriculum courses are only required if you do not have a Master's degree in Psychology or a related field. Courses can be waived if similar graduate level courses were completed prior to enrollment.

Standard Curriculum - Up to 12 credit hours determined based on formal evaluation. These courses are in addition to the 60 credits listed below.

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

PSY7011	History and Systems of Psychology This doctoral-level course surveys the development of modern psychology. It provides a thorough introduction to the philosophical underpinnings and the theoretical progressing of the study of the mind and behavior. Key theorists and schools of psychology will be reviewed and their influences on contemporary psychology will be examined.
PSY7012	Professional Ethics, Law, and

[Psychology](#)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.

PSY7013

[Human Development and Functioning](#)

In this doctoral level course, the student will study 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 motor, language, social, and intellectual development across the lifespan. Students will develop an appreciation of the impact of the cross-disciplinary importance of the study of human development.

PSY7014

[Social Psychology](#)

In this course you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the

self.

Gender Diversity

The purpose of the Gender Diversity Studies specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation, prepare students to apply principles of psychology related to gender diversity in a variety of settings, and carry out research related to gender diversity in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Gender Diversity Studies.

PSY7101

[Foundations for Doctoral Study in Psychology](#)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY7102

[Scholarly Writing and Professional Communication in Psychology](#)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to

	<p>their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.</p>
	<p>Standard Curriculum Courses, if needed</p>
<p>PSY8200</p>	<p>Sexual Issues</p> <p>This is a doctoral-level comprehensive course focusing on physiological, psychological, and social cultural variables associated with sexual identity, psychological, cultural, and biological aspects of human sexuality, including an overview of psychosexual development, cultural and individual variations, gender identities and roles, and legal aspects.</p>
<p>PSY7103</p>	<p>Research Methods</p> <p>This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University.</p>
<p>PSY8201</p>	<p>Dynamics of Family Interaction</p> <p>This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and</p>

	<p>family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.</p>
<p>PSY7104</p>	<p>Statistics I</p> <p>In this course you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.</p>
<p>PSY8202</p>	<p>Psychology of Women</p> <p>This doctoral-level survey course explores the historical context for the emergence of a multicultural perspective on diversity in the psychology of and by women. This course provides the student with the opportunity to explore the theory and methodology of women's psychology; the context, nature, and meaning of gender; health and therapy; violence and harassment; politics, policy, and advocacy, and illustrates women-centered psychological principles and priorities in action.</p>
<p>PSY7105</p>	<p>Tests and Measurements</p> <p>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.</p>

PSY8203	<p>Psychology of Gender</p> <p>In this doctoral-level course, students will think critically about the way in which gender is understood from various perspectives. Students will explore the difference between sex and gender, and how gender impacts relationships and communication. Changing gender roles and gender roles in diverse cultures will also be important points. Students will have the opportunity to learn about these topics, as well as to apply and to reflect on these important issues.</p>
PSY7106	<p>Quantitative Research Design</p> <p>This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.</p>
PSY8204	<p>Psychological Aspects of Gender Variance</p> <p>This is a doctoral-level course with a comprehensive focus on ethical, appropriate psychotherapy and counseling across the lifespan with individuals that identify as gender variant. The course addresses clinical competencies, theoretical approaches to understanding gender variance, and treatment modalities with both children and adults. The course assumes a basic working knowledge of the current thinking on transgender issues.</p>
PSY7107	<p>Statistics II</p> <p>This course is an intermediate examination of statistical analyses</p>

	<p>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.</p>
<p>PSY8205</p>	<p><u>Psychology and the Gay, Lesbian and Bisexual Population</u></p> <p>This is a doctoral-level course focuses on advanced issues in psychotherapy and counseling with individuals who identify as Gay, Lesbian, or Bisexual (GLB). This course also explores clinical models, family function and dynamics, ethical principles, and counseling techniques.</p>
<p>PSY7108</p>	<p><u>Qualitative Research Design</u></p> <p>Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.</p>
<p>PSY7109</p>	<p><u>Planning Dissertation Research in Psychology</u></p> <p>This course focuses on how (a) to conduct effective literature searches, specifically in preparation for the dissertation (b) to develop a plan for writing comprehensive, critical, and synthesized reviews of research literature and (c) to 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 research literature in their topic area and</p>

	<p>identify potential areas of inquiry for their dissertation.</p>
CMP9500P	<p>Comprehensive Exam</p> <p>In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.</p>
DIS9501P	<p>Dissertation Research*</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are</p>

	<p>required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9502P	<p>Dissertation Research*</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9503P	<p>Dissertation Research*</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by</p>

the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9504P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

General Psychology

The General Psychology specialization allows students to select courses from a broad range of electives to fit their personal and professional goals. This specialization also prepares students to apply principles of psychology and conduct research related to their area of interest in a variety of settings.

Students in the General Psychology specialization select six courses (18 credit hours) from the School of Psychology curriculum at the 7000 or 8000 level. Courses from other disciplines may fill this requirement, with School of Psychology approval. Note: an internship course cannot count towards the degree program.

A sample degree plan follows; an asterisk (*) indicates an example specialization course:

PSY7101	Foundations for Doctoral Study in Psychology This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.
PSY7102	Scholarly Writing and Professional Communication in Psychology In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will

	<p>become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.</p>
	<p>Standard Curriculum Courses, if needed (see above)</p>
<p>PSY8100</p>	<p>Theories of Personality*</p> <p>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.</p>
<p>PSY7103</p>	<p>Research Methods</p> <p>This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University.</p>

PSY8101	<p>Multicultural Psychology*</p> <p>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. .</p>
PSY7104	<p>Statistics I</p> <p>In this course you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.</p>
PSY8103	<p>Cognition, Emotion, and Motivation*</p> <p>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.</p>
PSY7105	<p>Tests and Measurements</p> <p>This doctoral-level course will introduce the student to psychological test construction, administration and interpretation as well as current research</p>

	<p>in the area. Commonly used tests to assess cognition and personality will be studied.</p>
PSY8104	<p>Positive Psychology*</p> <p>This 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.</p>
PSY7107	<p>Statistics II</p> <p>This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.</p>
PSY8105	<p>Community Psychology*</p> <p>This course focuses on theories, research findings, and applications of community psychology. Relationships between environmental conditions and the development of the health and well-being of all members of a community are also examined.</p>
PSY7106	<p>Quantitative Research Design</p> <p>This course is an intermediate examination of statistical analyses commonly used for research in</p>

	<p>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.</p>
<p>PSY8106</p>	<p><u>Human Communication: Interviewing Skills</u> *</p> <p>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. Note: students will need access to audio or simple video tape equipment to complete the assignments in this course.</p>
<p>PSY7108</p>	<p><u>Qualitative Research Design</u></p> <p>Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.</p>
<p>PSY7109</p>	<p><u>Planning Dissertation Research in</u></p>

	<p>Psychology</p> <p>This course focuses on how (a) to conduct effective literature searches, specifically in preparation for the dissertation (b) to develop a plan for writing comprehensive, critical, and synthesized reviews of research literature and (c) to 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 research literature in their topic area and identify potential areas of inquiry for their dissertation.</p>
CMP9500P	<p>Comprehensive Exam</p> <p>In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.</p>
DIS9501P	<p>Dissertation Research**</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These</p>

milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9502P

[Dissertation Research](#)**

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These

	<p>courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9503P	<p>Dissertation Research**</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9504P	<p>Dissertation Research**</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the</p>

preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and will work with their Academic Advisor to revise their degree plan. Students can select any PSY8000 level course for this specialization. Please consult the course descriptions for a full list of available courses.

***Dissertation Research* – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

Health Psychology

The purpose of the Health Psychology specialization is to provide an in-depth understanding of the total matrix of factors influencing psychological and physical health and illness, prepare students to apply biopsychosocial principles in a variety of settings, and carry out research related to health psychology in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Health Psychology.

PSY7101

[Foundations for Doctoral Study in Psychology](#)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also

	<p>introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.</p>
PSY7102	<p>Scholarly Writing and Professional Communication in Psychology</p> <p>In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.</p>
	<p>Standard Curriculum Courses, if needed (see above)</p>
PSY8300	<p>Health Psychology</p> <p>This doctoral-level course examines how biological, psychological, and social factors influence the individual's physical health and well being. Key topics include health promotion and illness prevention, and stress management. The role of health psychologists will be discussed, including how they contribute to healthcare programming and policy. Global health concerns also will be addressed.</p>
PSY7103	<p>Research Methods</p> <p>This doctoral-level course focuses on the fundamentals of quantitative, qualitative,</p>

	<p>and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University.</p>
<p>PSY8301</p>	<p><u>Psychosocial Factors in Health</u></p> <p>The body-mind connection is a well-researched topic in the field of medicine and psychology. This course will help the student become aware of the body of research surrounding the impact of behavior, psychology, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethnocultural background influence health-related behaviors.</p>
<p>PSY7104</p>	<p><u>Statistics I</u></p> <p>In this course you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.</p>
<p>PSY8302</p>	<p><u>Behavioral Nutrition</u></p> <p>The interaction of behavior and nutrition is an increasingly important one as nutrition and eating patterns impact the</p>

	<p>brain and behavior. In this course students will analyze reliable sources of information and statistics in the field of behavioral nutrition, apply ethics and a sensitivity to diversity in developing public health nutrition programs, and utilize text and graphics in communicating information in this field.</p>
<p>PSY7105</p>	<p><u>Tests and Measurements</u></p> <p>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.</p>
<p>PSY8303</p>	<p><u>Eating Disorders and Obesity</u></p> <p>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.</p>
<p>PSY7107</p>	<p><u>Statistics II</u></p> <p>This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.</p> <p>This course is an intermediate examination of statistical analyses commonly used for research in</p>

	<p>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.</p>
<p>PSY8304</p>	<p><u>Complementary and Alternative Medicine</u></p> <p>This course takes an evaluative look at complementary and alternative methods (CAM) aimed at promoting health and wellness. Evidence based practice in the application of complementary and alternative methods to health will be explored, as will the increasing use of CAMs in traditional medicine, and their comparative importance among diverse groups.</p>
<p>PSY7106</p>	<p><u>Quantitative Research Design</u></p> <p>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.</p>
<p>PSY8305</p>	<p><u>Consultation and Interventions in Health Care Settings</u></p> <p>Consulting in health settings requires an</p>

	<p>array of personal skills, knowledge and 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.</p>
PSY7108	<p><u>Qualitative Research Design</u></p> <p>Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.</p>
PSY7109	<p><u>Planning Dissertation Research in Psychology</u></p> <p>This course focuses on how (a) to conduct effective literature searches, specifically in preparation for the dissertation (b) to develop a plan for writing comprehensive, critical, and synthesized reviews of research literature and (c) to 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 research literature in their topic area and identify potential areas of inquiry for their dissertation.</p>
CMP9500P	<p><u>Comprehensive Exam</u></p> <p>In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive</p>

	<p>Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.</p>
DIS9501P	<p>Dissertation Research*</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
DIS9502P	<p>Dissertation Research*</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation</p>

concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9503P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9504P	<p>Dissertation Research*</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>
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***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

Industrial/Organizational Psychology

The purpose of the Industrial/Organizational Psychology specialization is to provide an in-depth understanding of people in the world of work, prepare students to apply principles of I/O psychology in work and organizational settings, and carry out research related to human behavior in organizations. Eighteen (18) credit hours of coursework are devoted to Industrial/Organizational Psychology.

PSY7101	<p>Foundations for Doctoral Study in Psychology</p>
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This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY7102

[Scholarly Writing and Professional Communication in Psychology](#)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.

Standard Curriculum Courses, if needed

<p>PSY8400</p>	<p>Industrial/Organizational Psychology</p> <p>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.</p>
<p>PSY7103</p>	<p>Research Methods</p> <p>This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University.</p>
<p>PSY8401</p>	<p>Leadership and Management</p> <p>In this course, students will gain an appreciation of leadership and how it differs from management. Students will approach these topics through a review of literature. Self-assessment on key leadership</p>

	<p>scales will help the student understand their own profile as leaders, as well as gain additional insight in the characteristics of leaders.</p>
<p>PSY7104</p>	<p>Statistics I</p> <p>In this course you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.</p>
<p>PSY8402</p>	<p>Work Motivation and Attitudes</p> <p>This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. Strategies for increasing motivation and improving job attitudes, as well as important issues such as diversity, workplace misbehavior, and stress are addressed.</p>
<p>PSY7115</p>	<p>Tests and Measurements in I/O Psychology</p> <p>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.</p>

PSY8403	<p>Organizational Development</p> <p>This course provides an overview of theory, research and practice related to the implementation and management of change in organizations. The role of culture, climate and leadership in planned organizational change is explored.</p>
PSY7107	<p>Statistics II</p> <p>This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.</p>
PSY8404	<p>Consulting in Business, Education, and Health</p> <p>Consulting in schools, businesses, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop personal skills and understanding of consulting to give you a basis to develop a successful consulting program.</p>
PSY7106	<p>Quantitative Research Design</p> <p>This course is an intermediate</p>

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. This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

PSY7108

[Qualitative Research Design](#)

Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

PSY8406

[Multivariate Statistical Analysis](#)

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.

PSY7109

[Planning Dissertation Research in Psychology](#)

This course focuses on how (a) to conduct effective literature searches, specifically in preparation for the dissertation (b) to develop a plan for writing comprehensive, critical, and synthesized reviews of research literature and (c) to 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 research literature in their topic area and identify potential areas of inquiry for their dissertation.

CMP9500P

[Comprehensive Exam](#)

In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research

in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.

DIS9501P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and

Unsatisfactory (U) as the grading criteria.

DIS9502P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9503P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD

degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9504P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the

successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P-DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

Mental Health Policy and Practice

The purpose of the Mental Health Policy and Practice specialization is to provide an evidence based practice approach to those people who have substantial experience in their respective disciplines and wish to broaden and deepen their knowledge behavioral health administration and care. Eighteen (18) credit hours of coursework are devoted to Mental Health Policy and Practice.

PSY7101

[Foundations for Doctoral Study in Psychology](#)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY7102	<p><u>Scholarly Writing and Professional Communication in Psychology</u></p> <p>In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.</p>
PSY8500	<p><u>Mental Health Services Policy</u></p> <p>Mental health encompasses an extensive and diverse range of services in the United States including substance abuse, school-based mental health, and mental health in the criminal justice system. This course will explore these services as well as approaches to identifying persons who suffer from mental illness, treatment settings, and research and evaluation of mental health policy.</p>
PSY7103	<p><u>Research Methods</u></p> <p>This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent</p>

	<p>research courses in preparation for successfully completing a dissertation at Northcentral University.</p>
<p>PSY8501</p>	<p><u>Mental Health Administration and Management</u></p> <p>Effective development, integration, and maintenance of a mental health organization are necessary in today's market in order to have sustainability. How ideas will be transformed into reality will be reviewed and how an organization adapts to change will also be discussed. Students in this course will be asked to analyze strategic management factors such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.</p>
<p>PSY7104</p>	<p><u>Statistics I</u></p> <p>In this course you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.</p>
<p>PSY8502</p>	<p><u>Comparative Analysis of Psychotherapies</u></p> <p>In this course the student will analyze the complicated issues associated with various contemporary therapies used by behavioral health practitioners. The student will be exposed to core and peripheral elements of the most commonly used approaches to treating</p>

	<p>minor and major mental illnesses and behavioral challenges. Methods of therapeutic accountability, clinical feedback and outcome monitoring which can be used across all therapeutic approaches will also be examined.</p>
PSY7105	<p>Tests and Measurements</p> <p>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.</p>
PSY8503	<p>Evidence-Based Treatments</p> <p>Evidence-based treatments refer to mental and behavioral health interventions for which systematic and empirical research is provided to assess the effectiveness of treatments. Students in this course will be asked to analyze and evaluate treatment approaches in regards to moral, empirical, and political criteria. Students will also be expected to evaluate and synthesize considerations for “good practice” in the absence of empirical evidence and to appraise and select appropriate instruments for evaluation. An overview of the evidence-based culture will also be explored.</p>
PSY7107	<p>Statistics II</p> <p>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</p>

	<p>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.</p>
<p>PSY8504</p>	<p><u>Psychology and Finance</u></p> <p>This course will examine how human psychology influences economic conditions and socio-economic institutions. The student will explore psychological factors, such as fairness, corruption, bad faith, money illusion, confidence, and stories, and how these factors influence the global economy. The student will also examine biases related to financial decision making and economic risk taking as these relate to status-seeking behavior.</p>
<p>PSY7106</p>	<p><u>Quantitative Research Design</u></p> <p>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.</p>
<p>PSY8505</p>	<p><u>Mental Health and the Courts</u></p> <p>The intersection of mental health policy, practice, and the law is complicated. In</p>

	<p>this course the student will be exposed to psycho-legal concepts such as those involved in the use of behavioral health evidence in courts, therapeutic jurisprudence, juvenile delinquency, child abuse and neglect, competency to stand trial, and personal rights.</p>
<p>PSY7108</p>	<p><u>Qualitative Research Design</u></p> <p>Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.</p>
<p>PSY7109</p>	<p><u>Planning Dissertation Research in Psychology</u></p> <p>This course focuses on how (a) to conduct effective literature searches, specifically in preparation for the dissertation (b) to develop a plan for writing comprehensive, critical, and synthesized reviews of research literature and (c) to 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 research literature in their topic area and identify potential areas of inquiry for their dissertation.</p>
<p>CMP9500P</p>	<p><u>Comprehensive Exam</u></p> <p>In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is</p>

initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.

DIS9501P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9502P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and

University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9503P

[Dissertation Research*](#)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading

	criteria.
DIS9504P	<p>Dissertation Research*</p> <p>In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.</p>

***Dissertation Research** – A minimum of four dissertation research courses must be completed in order to complete the program. Up to an additional five dissertation research courses (DIS9505P- DIS9509P) may be taken if the dissertation requirements are not completed in DIS9504P.

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Psychology specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four courses with a grade of "B" or better in order to receive the certificate.

Basis of Admissions

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

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence:

- Coursework completed within a Post-Baccalaureate Certificate program, where a grade of (B) or better was earned, 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.

Completion Period for Post-Baccalaureate Certificate

Normal 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificates.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances

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

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

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

Post-Baccalaureate Certificate Offered by the School of Psychology

The Post-Baccalaureate Certificate at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- Gender Diversity
- General Psychology
- Health Psychology
- Industrial/Organizational Psychology

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

Course Length

Post-Baccalaureate Certificate courses in the School of Psychology are eight weeks in length.

Gender Diversity

The Post-Baccalaureate Certificate in Gender Diversity allows individuals to gain a greater understanding of human sexuality, gender and sexual orientation from a psychological perspective. Coursework examines the social, cultural and biological foundations of these very important elements of identity. Completion of this certificate prepares individuals for advanced studies in psychology as well as career options in a variety of areas including human rights and equal opportunity, social and policy planning, human resource management, teaching and education, media and communications, public relations and journalism, political work, human rights and equal opportunity, community service and community development.

PSY6201-8

[Psychology of Sex and Sexuality](#)

In this course, students will examine dimensions of human sexuality from physiological, psychological, social and cultural points of view. Topics include an

	overview of psychosexual development, cultural and individual variations, gender identities, and gender roles.
PSY6202-8	<p>Psychology of Gender</p> <p>This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.</p>
PSY6203-8	<p>Introduction to Gender Variance</p> <p>This course offers a comprehensive biological, social and psychological focus on psychotherapy and counseling with individuals who identify as gender variant and their families. Assessment and treatment are presented through a nonpathologising lens that allows for ethical and competent treatment of the myriad of individuals who identify as members of the transgender community.</p>
PSY6206-8	<p>LGBTQ Affirmative Psychology</p> <p>This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality, such as sex and race, will be examined in the context of sexual orientations and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.</p>

General Psychology

The Post-Baccalaureate Certificate in General Psychology is designed for individuals who would

like to learn more about human behavior. Students select courses from a broad range of electives at the 5000 or 6000 level to fit their personal and professional goals. Students may use their coursework in preparation for graduate studies or to pursue a variety of career options including research, human resources, probation and parole, business and public service.

<p>PSY6100-8</p>	<p>Theories of Personality*</p> <p>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.</p>
<p>PSY6102-8</p>	<p>Multicultural Psychology*</p> <p>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.</p>
<p>PSY6103-8</p>	<p>Human Communication: Interviewing Skills*</p> <p>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</p>

	<p>makes public speaking influential and also study the cutting edge in communication, electronic mediated communication.</p>
PSY6104-8	<p>Positive Psychology*</p> <p>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.</p>

*Courses listed are examples and upon acceptance, the initial certificate plan will include these courses. Students are encouraged to choose their courses based on personal and professional goals and to work with their Academic Advisor to revise their certificate plan.

Health Psychology

The Post-Baccalaureate Certificate in Health Psychology provides an understanding of the total matrix of factors influencing psychological and physical health and illness. Completion of coursework prepares individuals for graduate studies, consulting, public policy and community health outreach, among other opportunities.

PSY6301-8	<p>Health Psychology</p> <p>This course examines how biological, psychological, and social factors interact with and affect:</p> <ol style="list-style-type: none"> 1. The efforts people make in promoting good health and preventing illness. 2. The treatment of people by medical professionals and responses to treatment. 3. Coping with stress and pain. 4. The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. 5. Personality factors in health. 6. Role of stress on immunity.
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PSY6302-8	<p>Behavioral Nutrition</p> <p>This course introduces the student to evidence-based knowledge on the interaction between nutrition, behavior, mental health. 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.</p>
PSY6303-8	<p>Stress and Coping</p> <p>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.</p>
PSY6304-8	<p>Coaching for Health and Wellness</p> <p>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.</p>

Industrial/Organizational Psychology

The Post-Baccalaureate Certificate in Industrial/Organizational Psychology provides an understanding of people in the world of work, including the application of theory and research to organizational and human resource management issues. Coursework prepares individuals for myriad career opportunities, including human resources, employee training, marketing and sales,

and organizational development as well as graduate studies.

PSY6401-8	<p><u>Industrial/Organizational Psychology</u></p> <p>This course focuses on how psychological principles are applied in work settings. An evaluation of current models and theories used in Industrial/Organizational (I/O) Psychology will be explored. Research methodologies as well as the history of I/O psychology will be investigated. Key concepts include teamwork, work motivation, and job analysis.</p>
PSY6402-8	<p><u>Applied Statistics</u></p> <p>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.</p>
PSY6403-8	<p><u>Tests and Measurements in Industrial/Organizational Psychology</u></p> <p>This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. It reviews the history and ethics of tests and measurements in Industrial Psychology. Job analysis, performance appraisal, and employee selection will be examined, as well as the merits of personality and vocational testing.</p>
PSY6414-8	<p><u>Small Group Theory and Team Processes</u></p>

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.

The School of Psychology at Northcentral University offers the following degrees (this section of the catalog is organized as follows):

- BA in Psychology
- Post-Baccalaureate Certificate
 - Gender Diversity Studies
 - Health Psychology
 - Industrial/Organizational Psychology
- MA in Psychology
 - Gender Diversity Studies
 - General Psychology
 - Health Psychology
 - Industrial/Organizational Psychology
- Post-Master's Certificate
 - Addictions
 - Addictions and Rehabilitation
 - Gender Diversity Studies
 - Geropsychology and Elder Care
 - Health Psychology
 - Industrial/Organizational Psychology
 - Mental Health Policy and Practice
 - Trauma and Disaster Relief
- PhD in Psychology
 - Gender Diversity Studies
 - General Psychology
 - Health Psychology
 - Industrial/Organizational Psychology
 - Mental Health Policy and Practice

Mission Statement

The mission of Northcentral's School of Psychology is to deliver educational opportunities allowing students throughout the world to acquire the knowledge, skills, practical application and values integral to the field of psychology.

Vision Statement

The vision of the Northcentral's School of Psychology is to unite a global community of faculty and students to improve the human condition through research and practice.

Goals

The School of Psychology provides educational experiences in the field of Psychology that allow students to build and appropriately apply skills related to a relevant knowledge base, research, critical thinking, communication, competencies, and values underlying the field of psychology.

Trauma and Disaster Relief - 18 credit hours

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence and conflict on a local, national and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers and bystanders. The Trauma and Disaster Relief certificate prepares learners to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

PSY8110	Psychology of Violence Incidences of violence range from interpersonal violence including domestic violence/spousal abuse to workplace violence to worldwide terrorism. In this course, students will become aware of the causes of violence, the impact on victims of violence, and programmatic attempts to reduce violence. Students will explore current research regarding violence and learn prevention and treatment strategies to use in both professional and personal settings.
PSY8320	Psychology of Traumatic Violence Students will identify the different types of trauma and disaster and their antecedents. The neurological implications of traumatic stress will be explored. The history of the field of trauma psychology will be examined. Trauma research and treatment also will be reviewed.
PSY8322	Disaster, Terrorism, and Mass Violence: Impacts on Mental Health This course reviews human-caused trauma and disaster, including mass shootings, bombings, riots, exposure to biohazards, and acts of terrorism, and their impacts on mental health. It will examine survivor and responder reactions and needs, and introduce strategies to assist individuals in moving on with their lives post-traumatic events.
PSY8323	Trauma-informed Assessments, Risk, and Diagnosis

	<p>This course provides a foundation for the assessment and diagnosis of acute and long-term symptoms associated with traumatic experience. Various measurements of post-traumatic stress will be examined. Attention will also be given to identifying individuals at continued risk for traumatic stress.</p>
PSY8324	<p><u>Trauma-informed Interventions with Disaster and Trauma Survivors</u></p> <p>Students will examine the theories and techniques related to crisis intervention. The roles, responsibilities, and functions of crisis counselors as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event also will be reviewed. Note: This is not a counseling course.</p>
PSY8325	<p><u>Gender and Cultural Considerations in Disaster Trauma and Response</u></p> <p>This course explores diverse populations and their experiences and reactions to various types of trauma. Among the topics addressed are culturally appropriate and effective community interventions designed to foster resilience.</p>

PL5004 - School Law for PK-12 Principals

PK-12 Principals 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 the role of federal case law in setting public school policy. Topics include Constitutional student rights regarding free speech and search and seizure. Legal foundations for safety, building emergency, and attendance policies will be addressed in addition to policies regarding teachers' rights, due process, and contractual employment considerations. Information in the course is critical to understanding the basic local, state, and federal legal structures pertinent to schools, teachers, and students.

PL5013 - School Finance for PK-12 Principals

In this course, candidates will gain knowledge of and practical experience with the major concepts and tools in school finance. Candidates will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide prospective school principals with an understanding of the general principles of education finance that can be applied in any PK-12 educational setting.

PL5016 - Instructional Supervision and Leadership for PK-12 Principals

In this course candidates will examine supervisory leadership for PK-12 principals within the economic, social, political, and educational context of schools. A concept of supervision and leadership is presented to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual teacher needs. Emphasis is placed upon supervisory leadership as it applies to individual teachers, faculty teams, and the improvement of instruction in PK-12 settings.

PL5035 - Supervision of the PK-12 Curriculum

Candidates enrolled in this course will develop skills and knowledge required to manage curricular resources and delivery to ensure congruence among the written, taught, and tested curricula. Curricular issues will be addressed from local/state, national, and international perspectives. Candidates will also build the skills and knowledge required to help faculty members implement consistent and equitable instructional programs, materials, and products to support student achievement and institutional goals.

PL5050 - The PK-12 Principalship

In this course, candidates will explore fundamental skills necessary for administrative leadership in PK-12 school settings. Using the ISLLC standards as a base, students will evaluate the myriad ways in which PK-12 principals promote the success of every student. Strong leadership is fundamental to the creation of successful centers for learning. Topics include developing PK-12 school vision and mission, leadership styles and developmental stages, analysis of school report card data, facilitating teacher leadership, and planning for action research.

PL6010 - Capstone Internship I

In the first of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns draft the initial internship action plan, begin to implement the action research project, start adding required artifacts to their e-folios, begin working with required project components, participate in required on-line seminars, and prepare to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

PL6010 - Capstone Internship II

In the second of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns will complete the initial internship action plan, finish the action research project, add all remaining required artifacts to their e-folios, complete the required project components, participate in required on-line seminars, and continue to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

GTD5000 / GTD5000-8 Human Performance and Improvement (Graduate)

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.

GTD5005 - Introduction to Successful Global Training Techniques (Graduate)

This course explores basic principles of global training and development in corporate and educational settings. Students will explore best practices to uncover links that can be made to increase the value of global training and development in light of leader expectations. Topics will include diversified training approaches, differentiated and accelerated learning concepts and theories, and successful classroom and web strategies that can be utilized successfully in a global context.

GTD5007 / GTD5007-8 - The Role of Technology in the Global Training Marketplace (Graduate)

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.

GTD5011 / GTD5011-8 - Introduction to Best Practices for Training and Presenting to International Audiences (Graduate)

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.

GTD5013 / GTD5013-8 - Evaluating Training Programs (Graduate)

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.

GTD5019 / GTD5019-8 - Trainer as Consultant in the Global Marketplace (Graduate)

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.

GTD7000 / GTD7000-8 - Human Performance: Paradigms and Possibilities (Doctoral)

In this doctoral level course, students will assess issues and trends that impact employee performance in multi-national and global organizations. Students will evaluate models and theories that lead to successful training initiatives and improve the overall performance of employees and organizations.

GTD7005 - Strategic Links for Successful Global Training (Doctoral)

In this Doctoral level course, students will assess the intersection of organizational strategy and global training and development. Students will explore best practices in strategic training, methods used to align training activities with business goals, and design a complete strategic training plan.

GTD7007 / GTD7007 -8 - The Role of Technology in the Global Training Marketplace (Doctoral)

This doctoral level course is designed to provide a frame-work for analysis, implementation, and evaluation of technology based training solutions. Students will explore the varying models and tools used in computer and web-based interventions as well as investigate the challenges of integrating these technological tools into the global training marketplace. Special emphasis will be paid to the role of evaluation throughout the decision to use and implement technology based solutions in global training and development.

GTD7011 / GTD7011-8 - Best Practices for Training and Presenting to International Audiences (Doctoral)

International audiences present experienced trainers with unique challenges. Understanding the best practices in training and presenting to international audiences is key in the success of global training. In this doctoral course, students will evaluate the impact of global performance culture, best practices in training design and engagement, and cross cultural training.

GTD7013 / GTD7013-8 - Evaluating Training Programs (Doctoral)

In this doctoral course students will analyze methods and models used to evaluate training initiatives. Students will assess the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed provide a framework for evaluating the concepts, principles, theories, and techniques of training evaluation. In this course, students will identify and clarify the training needs of organizations; consider approaches to training evaluation; design a complete evaluation plan.

GTD7019 / GTD7019-8 - Trainer as Consultant in the Global Marketplace (Doctoral)

In this course, doctoral students will analyze ways to create value, improve productivity, and deliver change in global and multi-national organizations. This course is designed to focus on the process of consultation, and the various approaches to assisting global organizations as an outside professional. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. The doctoral student will assess methods to contract with an organization, provide effective diagnosis and feedback, design interventions, and continue to synthesize relevant literature.

ESL5001 - Foundations of Instruction for Non-English Language Background Students (Graduate)

This course establishes the rationale for English as a Second Language and bilingual education, preparing reflective practitioners and educational leaders to address issues and concerns critically and analytically in the classroom. It provides a comprehensive survey of bilingual/ESL strategies for non-English language background students while expanding the student's understanding of best educational practice. Students will explore models of bilingual education and language development.

ESL5003 / ESL5003-8 - Assessment of Linguistically Diverse Students (Graduate)

In this course, students will focus on the most pressing needs for teachers of linguistic minority students in an English instructional context. In addition, the course will cover the assessment of English language proficiency for linguistic minority students, and multiple measures for the academic assessment of linguistic minority students in classrooms. Topics include: language assessment tools, scales of assessment, graphic organizers, portfolios, and instructional modifications.

ESL5005 / ESL5005-8 - English as a Second Language (Graduate)

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.

ESL5006 - ESL and Bilingual Instructional Methodologies (Graduate)

This course focuses on instructional strategies and methodologies for the bilingual-bicultural student. The course covers teaching oral language and literacy skills (reading/writing) and the integration of culture in reading and writing in the content areas. Students will explore teaching in multicultural context for oral language development, adapting and developing lesson designs and materials, facilitating the reading process, coaching the developing second language writer, and strategies for teaching literature.

ESL5007 / ESL5007-8 - Second Language Acquisition (Graduate)

In this course, students will focus on presenting an overview of the field of SLA and on important practice and research in second language acquisition (SLA). SLA research examines the way in which humans acquire second, third, fourth, etc., languages. Topics include: learner language, summaries of published research on learner language, and the implications of published research for applied linguistics.

ESL5008 - Building Parent, School, and Community Partnerships for ESL Students (Graduate)

In this course, students will master knowledge, skill sets, leadership skills, and competencies to

increase family and community involvement in their schools. Students, administrators, and other educational service providers will utilize analytical approaches and strategies to improve communication and minority parent involvement in bilingual education, ESL, ESOL, migrant education, and Title I programs.

ESL5010 – Practicum for ESL/Bilingual-Bicultural Education

This course will allow students to gain supervised experience teaching English as a Second Language to students. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for students who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.

ESL7001 / ESL7001-8 - Instructional Practices (Doctoral)

This course examines the principles and theoretical base of ESL instruction as they relate to improving instructional practices. Students will investigate theories of language acquisition and language teaching. Emphasis will be placed on research findings and students will recommend practices and articulate a professional philosophy of instruction.

ESL7002-8 - Cultural Diversity (Doctoral)

In this course, students will obtain awareness of both the cognitive knowledge, analysis, and synthesis skills necessary to reflectively interact with and/or serve or lead culturally diverse populations. This course will particularly emphasize effective leadership knowledge, skills, attitudes, and dispositions that are essential in effective professional relationships. Additionally, it will focus on those whose diversity is cultural and who are more likely to be encountered by the students taking the course.

ESL7003 / ESL7003-8 - Evaluation of Diverse Students (Doctoral)

In this course, students will focus on practices in assessing K-12 learners from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting age appropriate development in ways that are individually and culturally relevant for families and practitioners and that are consistent with current recommended practices in the field of K-12 education.

ESL7004 / ESL7004-8 - Bilingual Instructional Methods (Doctoral)

In this course, students will be provided a framework for instruction of students whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for students growing up in a bilingual world.

ESL7005 - Developing Curriculum for ESL Students (Doctoral)

This course prepares ESL teachers to develop curriculum for their students. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students.

ESL7007 - Second Language Foundations (Doctoral)

The course will prepare teachers to assess the needs of English Language students (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.

ESL7010-8 / ESL7010-8 - Practicum for ESL/Bilingual-Bicultural Education (Doctoral)

In this course, students will gain supervised experience teaching English as a Second Language. Focus will be placed on the development of effective communication skills in reading, writing, speaking, as well as interpersonal and technology skills. All practicum experiences will be supervised through virtual or web-based activities. This course is highly recommended for students who wish to work with English as a Second Language students in the classroom or for those with limited teaching experience.

RC5000 - Introduction to Academic Writing (Graduate)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001 - Graduate Writing Review (Graduate)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

CMP9400E - Doctoral Comprehensive Examination-Education (EdD)

In pursuit of a professional doctoral degree (EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

CMP9500E - Doctoral Comprehensive Examination- Education (PhD)

In pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

DIS9401E – DIS9408E Professional Doctorate (EdD) (12 credits minimum to 24 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501E – DIS9509E PhD Degree (PhD) (12 credits minimum to 27 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least

every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

SM5000 / SM5000-8 - Leadership and Administration of Athletic Programs (Graduate)

In this course, students will explore the methods, principles, and decision-making responsibilities of a school athletic administrator. Through readings, interactive discussions, and independent activities, students will have the opportunity to equip themselves with skills in leadership, management, communication, and curriculum development, and they will apply these skills by taking on the role of a school athletic director and tackling some of the problems involved in the development and supervision of school athletic programs and events.

SM5002 / SM5002-8 - Legal Aspects in Athletics (Graduate)

In this course, 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.

SM5004 / SM5004-8 - Ethics in Sports (Graduate)

The purpose of this Master's level course is to promote critical examination of ethical issues and moral dilemmas that are inherently found within interscholastic sports settings. Students will explore, research, and analyze ethics and morality in interscholastic sports settings. A series of written assignments will provide reflective opportunities for learners to develop self-awareness and knowledge of how to become character driven, effective leaders. Students will develop an understanding of character based educational athletics and will be challenged to examine personal philosophies, clarify values, and refine moral reasoning skills relative to interscholastic athletics administration.

SM5006 / SM5006-8 - Sports Governance and Policy Development (Graduate)

This Master's level course introduces the concepts related to the governance and policy development of interscholastic athletic programs. The roles of the National Federation of State High School Associations (NFHS), National Interscholastic Athletic Administrators Association (NIAAA), the state athletic/activity associations, and federal/state guidelines will be examined. Local board of education governance and the structure of local athletic programs will be reviewed. The course will also touch upon sample athletic program philosophies and departmental organizational structure and procedures.

SM5008 / SM5008-8 - Event and Facility Management and Programming (Graduate)

In this course, 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.

SM5010 / SM5010-8 - Marketing in Athletics (Graduate)

In this course, student will learn how the dynamics of marketing and consumer behavior apply to sports organizations is essential for those who desire to become professionals within interscholastic

athletics. Beginning with an overview of basic marketing theories and concepts, Students will gain insight into the ethics of sport marketing, fundraising, and sponsorship while analyzing leagues, teams, and events. Students will apply this insight by developing a marketing plan for an athletic program.

SM5012 / SM5012-8 - Issues in Athletic Administration (Graduate)

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.

SM5014 / SM5014-8 - Financial Administration of Sports Facilities and Programs (Graduate)

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.

SM7100 / SM7100-8 - Development of Human Resource Strategies in Intercollegiate Athletics (Doctoral)

In this course, 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 will include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.

SM7103 / SM7103-8 - Intercollegiate Sport Governance (Doctoral)

In this course, students will gain the knowledge of the power and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.

SM7106 / SM7106-8 - Legal Aspects of Equity in Intercollegiate Athletics (Doctoral)

Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural, recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments in which in which Title IX has grown to maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. An experiential learning model will be utilized whereby students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as we know it today.

SM7109 / SM7109-8 - Sport Compliance (Doctoral)

In this course, students will study rules and regulations that surround intercollegiate athletics at the NCAA I, II, and III level, NAIA and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: best practice 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.

SM7112 / SM7112-8 - Advising the Student Athlete (Doctoral)

In this doctoral level course, students explore the role and function of the academic advisors in the lives of student athletes. Students will examine existing student athlete retention programs in colleges and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal will be to find academic services and counseling programs to help students in need reach their greatest potential.

ED5008 – Teaching Diverse Students

As the United States continues to experience increasing cultural diversity, today's educators must become proficient in reaching diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. The purpose of this course is to address the nature of cultural diversity, its sources and importance to educators. Students will understand how to adapt instructions to the needs of diverse students, also taking into consideration epistemological and axiological perspectives unique to each culture.

ED5023 - Multicultural Relationships in Educational Organizations (Graduate)

The effects of cultural diversity on organizational behavior are complex and powerful. What is diversity and what are the goals in achieving a more diverse society? This course examines the educational community's thinking on race, language, culture, gender and disability in the educational setting.

ED5031 - Policy and Politics in the Administration of Education (Graduate)

This course brings the latest in research in the politics and policies in education. Special emphasis is placed on governance, curriculum and standards, accountability, finance and school choice.

ED5038 - The Art and Science of Adult Education (Graduate)

Adult education is an exciting field and is equally exciting to be associated with as a student, faculty member, trainer, educator, or administrator. The field is growing and full of opportunity. More than 50% of all college students are over 21, with nearly 15% over 35. Adult students want and should be actively involved in their learning process. ED5038 provides students with a knowledge base organized around four domains: professional attitudes; historical, social, and philosophical context; adult learning and development; and, organization and administration of adult programs.

EL5006 - Adult Learning Theories (Graduate)

During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective .

GTD5000 - Leading the Global Workforce: Paradigms and Possibilities (Graduate)

In a time when the global job marketplace is more volatile than ever, recruiting and retaining a stellar workforce has never been of greater importance. In this course, students will examine major issues that impact the global workforce. Through the exploration of successful business practices, various paradigms will be highlighted to demonstrate effective and efficient leadership with an eye toward maximizing human performance potential.

GTD5013 - Evaluating Training Programs (Graduate)

In today's global training environment of frugal budgets and increasing accountability, stakeholders want to know the bottom line outcomes of training initiatives for the organization. How did a training program enhance the organization's performance and impact the workforce? This course provides graduate students the opportunity to investigate the critical components of successful training by exploring professional training programs and methods of evaluation. This course is designed to facilitate knowledge of fundamental concepts, principles, theories, and techniques of training evaluation. The underlying value of such knowledge for global trainers is the ability to understand how and why particular training programs are effective or ineffective. In this course, students will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

ED4000A, B, or C - Dynamics of Schooling in Elementary, Secondary or Special Education (Undergraduate)

This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

ED4001A - Foundations of School Leadership in Elementary Education (Undergraduate)

ED4001A has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED4001B - Foundations of School Leadership in Secondary Education (Undergraduate)

ED4001B has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED4001C - Foundations of School Leadership in Special Education (Undergraduate)

ED4001C has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED4002A - The Role of Teacher Leadership in Elementary Education (Undergraduate)

ED4002A provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership,

including the roles of teacher leaders, leadership in effective elementary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED4002B - The Role of Teacher Leadership in Secondary Education (Undergraduate)

ED4002B provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective secondary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED4002C - The Role of Teacher Leadership in Special Education (Undergraduate)

ED4002C provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED4003A, B, or C - Instructional Paradigms and Technology in Elementary, Secondary or Special Education (Undergraduate)

This focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

ED4004A, B, or C - Assessment of Student Learning in Elementary, Secondary or Special Education (Undergraduate)

In this course, students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

ED4005A, B, or C - School and Family Partnerships in Elementary, Secondary or Special Education (Undergraduate)

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical

approach, the student will gain the knowledge to employ suggested strategies for success.

ED4006A - Safe Schools in Elementary Education (Undergraduate)

ED4006A is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Elementary schools and classrooms. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the elementary level.

ED4006B - Safe Schools in Secondary Education (Undergraduate)

ED4006B is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Secondary schools and classrooms. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the secondary level.

ED4006C - Safe Schools in Special Education (Undergraduate)

ED4006C is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in schools and classrooms for special education. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools.

ED4007A, B, or C - The School as Learning Community in Elementary, Secondary or Special Education (Undergraduate)

The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school.

ED4008A, B, or C - Teaching as Reflective Practice in Elementary, Secondary or Special Education (Undergraduate)

Reflection is a critical process that informs decision making and involves experience, research, discussion, and implementation. Teachers who use reflective practice are committed to continuous learning and improvement. This course will provide the student with an overview of the reflective thinking process and model, and will invite the student to reflect on personal characteristics and

skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning.

ED4009A, B, or C - Educational Change Processes in Elementary, Secondary or Special Education (Undergraduate)

This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change processes and understand the role teachers play in initiating, implementing or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.

ED5001 - Contemporary Issues in Education (Graduate)

This course examines the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.

ED5008 / ED5008-8 - Teaching Diverse Students (Graduate)

In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.

ED5011 / ED5011-8 - Leading and Developing Human Capital (Graduate)

This Master's level course will provide students with opportunities to research, practice problem solving and leadership skills as applied to human resource issues. Course activities include evaluating ISLLC standards, developing organizational culture, approaches to decision-making, planning and development, mentoring, and human resource policies and procedures.

ED5012 / ED5012-8 - Leadership in Educational Organizations (Graduate)

This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.

ED5013 - School Finance (Graduate)

In this course students will develop an understanding of and practical experience with the major concepts and tools in school finance. Students will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and

defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

ED5014 / ED5014-8 - School Organization (Graduate)

In this course, students will be introduced to organizational theories, systems, and concepts of leadership as they pertain to schools and related educational settings. An exploration of philosophical and practical trends and issues pertaining to the organization and management of schools will provide students with insight into the inherent conflicts surrounding what is best for students as they prepare to enact transformative leadership in globally-focused twenty-first century schools.

ED5015 / ED5015-8 - School Safety (Graduate)

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.

ED5016 - Instructional Supervision and Leadership (Graduate)

The purpose of this course is to examine the theoretical framework and practical applications of instructional leadership within the economic, social, political, and educational context of schooling. This course proposes a concept of supervision and leadership designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual needs. Emphasis is placed upon the student gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

ED5022 - Educational Policies and Practices (Graduate)

This Master's level course focuses on research and theory in developing effective schools. Topics include: aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Current educational trends will be addressed to promote the establishment of effective educational climates for teaching and learning.

ED5023 / ED5023-8 - Multicultural Relationships in Educational Organizations (Graduate)

The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.

ED5025 / ED5025-8 - Education for Social Change (Graduate)

In this course, students will focus on the dynamic relationships between education and a variety of social, institutional, economic, and cultural change issues. Students evaluate how broader events and trends affect the structure and purpose of educational systems. Topics include ethnicity and race, socioeconomic status, gender, children with exceptionalities, religion, the achievement gap, and cultural norms.

ED5026 - Cognition, Emotion and Motivation (Graduate)

This course will examine a comprehensive overview of the theories of human cognition, emotion, and motivation. This course will provide students with a solid understanding of the competing theoretical approaches and their applications to present social and cultural concepts. A contemporary view of research will be emphasized and upon completion, students will have a critical awareness of theories and research findings concerning diverse aspects of higher functioning in these areas.

ED5029 / ED5029-8 - Measurement and Assessment in Education (Graduate)

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.

ED5031 / ED5031-8 - Policy and Politics in the Administration of Education (Graduate)

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.

ED5034 - School Community Relations (Graduate)

This course introduces educators to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.

ED5036 / ED5036-8 - Innovation and Change (Graduate)

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.

ED5038 / ED5038-8 - The Art and Science of Adult Education (Graduate)

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.

ED5040 - Leadership for Learning Communities (Graduate)

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.

ED5041 - Adult Learning Strategies to Improve Organizational Efficacy (Graduate)

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.

ED5042 - Intercultural Communication

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.

ED5044 - Technology and a Vision for the Future

In this course, students evaluate strategies to become agents of change in the field of technology and learning. Students will be introduced grant writing, management of a technology budget, leadership strategies within an organization, software for multimedia authoring, concept mapping, and office productivity. Additionally, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.

ED6001 - Educational Research (Graduate)

This graduate course will examine a comprehensive overview of research tools utilized by education practitioners. Students will be provided with a solid understanding of research concepts, skills, and principles such as data collection, literature reviews, and evaluation methods.

ED6002 - Action Research Project Capstone (Graduate)

This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts presented in ED6001. The culminating product will reflect critical thinking, graduate level writing

skills, and correct APA format. This course is open only to students pursuing the Master of Education.

ED6003-8 - PK-12 Specialization Action Research Capstone

This graduate course emphasizes practical research skills utilized by PK- 12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.

ED7004 - School Law (Doctoral)

In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation, and practices to avoid.

ED7005-8 - Language Arts and Reading (Doctoral)

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.

ED7008 - Educating a Diversity of Students (Doctoral)

As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.

ED7011 - Leadership in Human Assets (Doctoral)

This foundational course focuses on managing and leading human capital. The placement of the proper people in positions in any institution is of utmost importance. Learning how to assess knowledge and skills and then match that information with job placement is essential for business and educational success. Additionally, the students in this course will understand how to assess the work of employees and how best to reward and develop necessary skills sets to achieve the institution's goals. This course will promote student acumen to practice different styles and techniques of HR leadership, development and management.

ED7012 / ED7012-8 - Educational Leadership (Doctoral)

In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.

ED7013 - Financial Issues in Schools (Doctoral)

This course is designed to introduce and explore concepts in school finance and school business management. Specifically, the course content will cover school finance and school business practices as it pertains to the national, state, and local practices.

ED7014 / ED7014-8- Practices in School Organization (Doctoral)

In this course, students will examine the organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.

ED7015 - Safety Issues for Educators (Doctoral)

The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include school safety, crisis management, intervention plans, and community safety partnerships.

ED7016 / ED7016-8 - Supervision and Leadership in Schools (Doctoral)

In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.

ED7017 / ED7017-8 - Systems Dynamics (Doctoral)

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.

ED7022 / ED7022-8 - Policies and Practices in Leadership (Doctoral)

In this course, students will focus on research, theory and philosophy in developing powerful schools that educate all children well, grades K through 12. Students will learn about various school reform efforts, policies and politics behind various local, states, and federal efforts, and be able to draw upon the educational change and leadership literature to develop their own process and design for better schools.

ED7025 - Foundations in Educational Change (Doctoral)

This course focuses on the dynamic relationships between education and a variety of social, institutional, economic, and cultural changes processes. Students will evaluate how broader events and trends affect the structure and purpose of educational systems. They will also argue the positive and negative recent changes in systems of the schooling experience and predict future changes within the educational enterprise.

ED7030 / ED7030-8 - Development of Organizational Leadership (Doctoral)

In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.

ED7035 / ED7035-8 - Curriculum Supervision (Doctoral)

In this course, students are introduced to theories, principles, practices, and issues in curriculum supervision. Students will develop the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also explores issues of equitable instructional programs, materials, and products that support student achievement and institutional goals.

ED7036 / ED7036-8 - Innovation for Change (Doctoral)

In this course, students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Change involves knowledge, understanding, and commitment from administrators and cannot be construed as an event, but rather a process. Further, change involves working with a diverse group of people and striving to motivate others to muscle through change as it is needed. Leaders must work with a community and use change to implement desirable changes. This course will prepare doctoral students to negotiate the world of education innovation and change.

ED7053 - Education Specialist Capstone Project

ED7053 is the culmination of the EdS program. In this course students will have the opportunity to demonstrate the synthesis of knowledge in the Education Specialist program through the design of a real-world problem solving project. The project should be based on research and/ or fieldwork and must demonstrate an approach to addressing the problem through application of theory. Additionally, within this course students will complete a reflective self-assessment of their learning throughout the program.

EDC5001 - Making the Shift to Teaching and Learning Online

In this course, students will examine the online delivery method of education and the necessary shift in educator pedagogy. This course will focus on the online delivery environment, communication methods that prove successful in the virtual classroom, student's virtual experiences, and developing supplements to existing curriculum.

EDC5002 - Developing Outstanding Classroom Culture in an Online Environment

In this course, students will examine creating positive online learning environments. This course will focus on online classroom culture, the use of discussion forums to encourage student collaboration, and use of praise as well as other methods to increase student engagement and response. Students will demonstrate mastery through a synthesis of methods to create and maintain a successful online classroom culture.

EDC5003 - Developing Outstanding Instructional Practices in an Online Environment

In this course, students will examine instructional practices for the online learning environment and develop a best practices guide for the online learning environment. In this new and constantly evolving online learning platform, continuously improving instructional methods and practices ensures a successful learning experience for both the learner and the teacher.

EDC5004 - Developing Outstanding Assessment Practices in an Online Environment

In this course, students will examine assessment practices in an online learning environment. The focus of the course will be on how to use rubrics to normalize grade results, use feedback to increase student engagement, and use feedback to increase student retention. Course mastery will be demonstrated through organization of an online faculty handbook.

EDC5020 - Using Professional Learning Communities and Other Tools to Create a Culture of Innovation

In this course, students will explore the elements which impact achievement and knowledge of the structure of Professional Learning Communities. Topics include: organizational culture, collaboration, and professional development. Course mastery will be demonstrated through organization of a Professional Learning Community for an educational setting.

EDC5021 - Taking Aim: How Great Schools use Data to Inform Great Teachers

In this course, students will discuss how important the use of data can be to the creation of better informed teachers, better teaching practices, and, ultimately, better student learning. Students will analyze data to provide professional development to teachers, organize teachers into PLCs, and create school improvement plans. Course mastery will be demonstrated through the creation of a decision-making guide for school leaders.

EDC5022 - Promoting Excellence in Teaching I: Steps towards Better Performance in the Classroom

In this course, students will look at the necessary steps involved to improve performance in the classroom. Students will use observations to increase instructional efficiency, design teacher professional development plans, identify teacher strengths, and design professional development plans which meet the needs of current teachers. Course mastery will be demonstrated through the creation of a teacher observation/professional development plan.

EDC5023 - Promoting Excellence in Teaching II: Steps towards Refinement and Continuous Improvement

In this course, students will explore steps toward refinement and continuous improvement. Students will identify intervention techniques for continuous improvement, develop a long term plan for school improvement based on achievement, and design a teacher series of observation checklists for teacher observations. Additionally, students will apply knowledge of the use of PLCs to increase student achievement. Course mastery will be demonstrated through the creation of a school improvement plan which is based upon student achievement.

EDC5030-8 - Making the Shift: Understanding English Language Arts in Common Core

In this course, students will be introduced to the development of the English Language Arts Common Core Standards. Students will analyze the structure of the standards and the clustered content strands spiraled throughout the K-12 curriculum. Students will also explore the purpose and development of the standards and the primary shifts from previous standard initiatives. Course mastery will be demonstrated through a peer presentation of background, structure, and analysis of the Common Core Standards.

EDC5031-8 - Improving Instruction: Applying English Language Arts in the Common Core I

In this course, students will gain an understanding of the emphasis placed on how improving instruction has become much more standardized with the introduction of the Common Core Standards. Students will work with the English Language Arts standards and apply this knowledge to lesson writing and delivery. Students will demonstrate mastery by designing a unit lesson plan using a cluster of standards identifying prerequisite skills and future content skills.

EDC5032-8 - Improving Instruction: Applying English Language Arts in the Common Core II

In this course, students will learn on how to improve instruction using the Common Core Standards. Students will work with the English Language Arts standards and apply this knowledge to assessments and assessment writing. Students will demonstrate mastery by developing an assessment plan using a cluster of standards which includes formative and summative assessment.

EDC5033-8 - Excellence and Innovation: English Language Arts in the Common Core and Long Term Improvements

In this course, students will analyze the English Language Arts Common Core standards and their potential impact on student achievement. The standards will be examined in relation to implementation, response to intervention, and professional learning communities.

Students will demonstrate mastery by developing a long term school improvement plan that will include the application of professional learning communities to increase professional development and student achievement.

EDL5004 / EDL5004-8 - School Law

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.

EDL5013 / EDL5013-8 - School Finance

This course will provide students with an understanding of and practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

EDL5033 / EDL5033-8 - School Based Leadership

In this course, students are provided the leadership concepts and skills needed to be dynamic, innovative, and adaptive school leaders. One of the major roles of school leaders is to cultivate the development of a culture that promotes learner-centered schools. In a learner-centered school, there is a shared responsibility of leadership among the entire school staff that fosters the creation of authentic learning communities. This course offers students the opportunity to explore the authentic learning communities from a shared – school based leadership perspective.

EDL5035 - Supervision of Curriculum

This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also provides students with the skills and knowledge required to examine, review, evaluate and select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals.

SE5000 / SE5000-8 - Introduction to Special Education (Graduate)

In this course, students will expand their basic knowledge and experiences related to special education and teaching of students with disabilities. Course activities include identification of students with special needs, specific exceptionalities, legal issues, assessment procedures, service delivery models, programming, and history of special education services. Students pursuing a specialization in special education take this as their first specialization course. Students explore a range of topics and survey the characteristics of various disabilities to gain insights into service delivery needs.

SE5001 / SE5001-8 - Exceptional Student Assessment (Graduate)

In this course, students will be introduced to the current evaluation processes to identify pK-12 students for services under the Individuals with Disabilities Education Improvement Act. Topics include: social and ethical implications of test use, testing procedures, assessment results, the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.

SE5002 / SE5002 -8 - Characteristics of Learning Disabled Students (Graduate)

In this course, students will identify characteristics and review instructional procedures and best practices for students with mild disabilities. Topics include: teaching individuals with mild disabilities in inclusive settings, how to select from a variety of strategies appropriate for students with mild disabilities, and ways to support general education teachers serving students with special needs in inclusive settings will also be addressed.

SE5003 / SE5003-8 - Characteristics of Emotionally Disabled Students (Graduate)

In this course, students will explore common characteristics, best practices for identification, and instructional practices utilized to serve students with emotional or behavioral disorders. Major emphasis is placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will be addressed as well as how to select a variety of appropriate instructional strategies.

SE5004 / SE5004-8 - Teaching Methods for the Mentally Disabled (Graduate)

In this course, students are introduced to the various educational programs and teaching strategies that have been used successfully to assist students with disabilities. Students will develop an understanding of how to plan individualized education programs by assessing individual student needs; modifying or designing instruction to improve student performance; and analyzing, selecting, and adapting curriculum for students with special needs.

SE5005 / SE5005-8 - Special Education Law (Graduate)

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.

SE5006 / SE5006-8 - Teaching Strategies for Learning Disabled and Behavioral Disorders (Graduate)

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.

SE5007 / SE5007-8 - Exceptional Student Management (Graduate)

In this course, students will study the historical development of behaviorism, the responsible use of applied behavior analysis, the appropriate development of behavioral goals and objectives, the accurate collection and recording of information, and the appropriate methods of controlling and shaping behavior. Ideas on how to manage challenging behaviors in inclusive classrooms and best practices for conducting functional behavior assessments, the design and review of behavior intervention plans, and individualized student management programs will be reviewed.

SE5008 / SE5008-8 - Language Disabilities (Graduate)

Students in this course will focus on components of successful oral and written communication skills and the identification of language disorders. This course includes information on how to evaluate language delays, utilize assessment techniques, and enhance literacy skills for students with disabilities. Augmentative and alternative communication systems are explored. The course will address the role of language in learning as it relates to enhancing literacy skills and achieving success in inclusive classrooms, as well as language skills for students with autism and emotional disabilities.

SE5009 / SE5009-8 - Transition Programs for Exceptional Students (Graduate)

In this course, students will learn processes of transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum will be emphasized. Preparing students with disabilities for transition from school to work in the community and the development of appropriate pathways to success will be covered as well as the development of interagency agreements for service delivery to students with disabilities. Exiting the school setting, career planning, and preparation for job placement will also be addressed.

SE7000 / SE7000-8 - Introduction to the Exceptional Student (Doctoral)

In this course, students will gain an overview of research and current perspectives related to special education and associated administrative duties or higher education responsibilities. Topics include: the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.

SE7001 / SE7001-8- Assessment in Special Education (Doctoral)

In this course, students will be introduced to practical, applied approaches to the procedures of the assessment process, testing procedures, assessment results, and the faculty involved in these processes. Students will learn to strengthen the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.

SE7002 / SE7002-8 - Characteristics of Students with Mild Disabilities (Doctoral)

This course will focus on issues related to students with mild disabilities. Common characteristics, instructions for assisting teachers to work with students who have specific disabilities, best practices for identification of learning disabilities, and working with at-risk students will be covered. Major emphasis will be placed on assisting classroom and special education teachers with identifying and adapting instructional materials in the content areas for individuals with mild disabilities. Preparing to teach students with mild disabilities in collaborative or resource room settings will also be addressed as well as how to select from a variety of strategies appropriate to the varied learning modalities for students with mild disabilities. Ways to support teachers in inclusive settings will also be discussed.

SE7003-8 - Emotionally Disabled Students (Doctoral)

In this course, students will address common characteristics, best practices for identification, and instructional practices pertaining to students with emotional or behavioral disorders. Major emphasis will be placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will also be addressed as well as how to select a variety of appropriate instructional strategies. Ways to support teachers in inclusive settings will also be discussed.

SE7004 / SE7004-8 - Developing Curriculum for the Mentally Disabled (Doctoral)

In this course, students will explore various educational programs and teaching strategies that have been used successfully to assist students with disabilities. Students will develop an understanding of how to monitor individualized education programs by assessing individual student needs; modifying or designing instruction to improve student performance; and analyzing, selecting, and adapting curriculum for students with special needs. Positive methods of managing individual student behavior for students with special educational needs are also addressed.

SE7005 / SE7005-8 - Law in Special Education (Doctoral)

In this course, students will focus on various legal issues facing special educators and administrators. Components will include investigations of specific court cases, federal mandates, case studies, and application opportunities. Student identification, service delivery options, appropriate educational services, and family rights and privacy issues are explored. How to research court case rulings that pertain to specific states and how to locate current information on legal issues is included to assist administrators of special education programs. Preparing for due process hearings and following procedural due process are also covered.

SE7006 / SE7006-8- Teaching Strategies in Special Education (Doctoral)

In this course, students will examine teaching strategies that may be used to assist 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 modify or design instructional strategies to improve student performance. Providing leadership in regard to analyzing, selecting, and adapting strategies for students with special needs will be addressed.

SE7007 / SE7007-8 - Managing the Exceptional Student (Doctoral)

This course will cover behaviorism, applied behavior analysis, behavior goals and objectives, data collection and recording techniques, and appropriate methods of behavior modification related to effective instruction in special education programs. Topics include: legal and ethical issues, social adjustment, and research-based best practices, and intervention plans.

SE7008 / SE7008-8 - Communication Disorders and Language Development (Doctoral)

In this course, students will focus on communication disorders, as it relates to enhancing literacy skills. Topics include: a basic understanding of the nature of speech and language, developmental progression in language acquisition, techniques for evaluating language, remediation procedures for language and communication disorders, and communication impairments associated with autism and emotional disabilities.

SE7009 / SE7009 - Transitioning the Exceptional Student (Doctoral)

In this course, students will learn the process of transition planning for individuals with disabilities. Topics include: interagency collaboration, vocational assessment, and life-skills competencies, development of appropriate pathways to success, development of interagency agreements for service delivery to students with disabilities, exiting the school setting, career planning, and preparation for job placement.

IE5001 - Introduction to Global and Comparative Education (Graduate)

In our global world, it is increasingly important for educators to have an understanding of the theories of comparative education, national analysis, and the tools to apply global transfer and borrowing. In this course, students will develop the skills needed to be effective educators in a global society. Graduate students will explore the connections between diverse educational systems and evaluate various theories of comparative education. In addition, students will debate the legitimacy of comparative education as a field of study and analyze the intersection of culture and education. Because comparative education requires an interdisciplinary approach of study, students will engage a wide cross-section of inquiry to develop a deeper understanding of global educational trends.

IE5003 - International Education Concepts and Theory (Graduate)

Students will explore concepts and theories of education systems around the world, including the cultural and historical bases of these systems and the spread of educational trends across the globe. Alternative theories and definitions of development, as expressed in international education institutions, will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.

IE5005 - International Organizations in Global Education (Graduate)

This course introduces graduate students to global education organizations. As educators become more knowledgeable about global education and better understand the policies and foundations of diverse cultures and educational systems, they will better be able to work with and assist other professionals with whom they previously had no connection. Students will explore diverse topics ranging from International Baccalaureate Programs to methods of contextualizing international higher education.

IE5007 /IE5007-8 - Conflict Resolution in an International Context (Graduate)

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.

IE5013 / IE5013-8 - Globalization and Educational Change (Graduate)

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.

IE5021 / IE5021-8 - Education and National Development (Graduate)

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.

IE7001 / IE7001-8 - Introduction to Global and Comparative Education (Doctoral)

This doctoral level course introduces learners to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, learners will begin to develop the knowledge, skills, and tools needed to be effective educators of global and comparative education. Students will understand the commonalities, differences, and connections between global and comparative education, and the meaning and significance of globalization in the field of education. Learners will comprehend, through reading and class assignments, the global dimensions of several crucial contemporary issues, including the hopes of global cooperation, and the complexity of educational accountability, authority, and professionalism. This course will underline the necessity of an interdisciplinary approach to understanding these complex issues.

IE7003-8 - Culture, Society, and Education in Comparative Perspective (Doctoral)

In this course, students will explore and analyze international and comparative education, with a focus on methods, foundational theories, and resources specific to conducting international, educational research and exploring culture, society and education with a comparative perspective.

IE7005 / IE7005-8 - International Organizations in Global Education (Doctoral)

In this course, students will be introduced to global education organizations. Students will explore some of the diverse organizations that are engaged in international education, and learn about key guiding initiatives, policies and standards. This course also provides a good orientation for those who anticipate working with or for international organizations.

IE7007-8 / IE7007-8 - International Education Leadership (Doctoral)

In this course, students will explore theory and practice to inform leaders in education. Students are introduced to institutions involved with the education of diverse communities as well as educational development in diverse global settings. Students will focus on building leadership skills in international education with a special emphasis on practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.

IE7009 / IE7009-8 - Conflict Resolution in an International Context (Doctoral)

In this doctoral level course, students will examine the theoretical underpinnings and practical challenges of education in difficult circumstances – in the context of conflict, emergencies and in a post-conflict environment. This includes the exploration of frameworks and strategies used today by education systems as well as international organizations and NGOs that often provide such services. Students will also explore education as a development strategy, including three

overarching concepts: education as protection, education as a humanitarian response, and education as post-conflict reconstruction. This course also explores the impact that conflict has on formal systems of education, and the provision of education for refugees. Students are also introduced to key strategies and techniques that are frequently cited and used by educational planners delivering education in difficult situations. In conclusion, students are asked to conduct their own research to develop a deeper understanding of education in difficult circumstances.

IE7013-8 / IE7013-8 - Globalization and Educational Change (Doctoral)

In this course, students will examine cross-cultural efforts to effect positive global educational change. Students will also explore theories of globalization as well as practices that are effecting positive global educational change. In particular, this course looks at international education policy to solidify students' knowledge of globalization and its impact on international education. Students will also have the opportunity to explore the impacts of globalization on the education systems at home.

IE7017 / IE7017-8 - International Education Concepts and Theory (Doctoral)

Students in this Doctoral level course will explore that underpin education systems around the world, including the cultural and historical bases of these systems and the global spread of educational trends. Alternative theories and definitions of development as expressed in international education institutions will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.

IE7021 / IE7021-8 - Global Perspectives on Ethical Issues (Doctoral)

In this course, students will address ethical issues confronting education from a global perspective, including both comparative and transnational points of view. It will address cross-border issues such as educational inequality, the role of culture, ethics in teaching, as well as how technology, economics and conflict impact ethics in education. Finally, the course will address ethical issues for teachers and educational administrators.

ECE5001 / ECE5001-8 - Foundations of Early Childhood Education (Graduate)

In this course, students will examine the historical, theoretical, and developmental foundations of education for students in Pre-K through grade three. An emphasis will be placed on theoretical perspectives related to early childhood development, including students with exceptional needs and English Language Learners. Course activities include investigating a variety of historical and contemporary models, educational concepts, and practices essential to developmentally appropriate classrooms, delivery systems, and educational innovations. It is strongly encouraged that students pursuing a specialization in ECE take this as their first specialization course.

ECE5002 / ECE5002-8 - Growth and Development of Young Children (Graduate)

Students enrolled in this course will explore theories and research related to the education of young children. The intellectual, social, emotional, and physical growth and development of infants, toddlers, and young children will be examined. Implications for the construction of developmentally appropriate early childhood education instructional programs will be a resulting focus.

ECE5003 - Administration of Early Childhood Programs (Graduate)

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.

ECE5005 / ECE5005-8 - Children and Families in a Diverse Society (Graduate)

In this course, multicultural and anti-bias issues in early childhood settings are introduced. Students will explore culturally relevant methods for working with children and families. Upon completion of this course, students will have a comprehensive understanding of multi-cultural, bilingual, and anti-bias issues, and appropriate strategies for providing culturally relevant programs in an early childhood setting.

ECE5007 - Children's Literature (Graduate)

This course provides students with effective strategies for using literature to support emerging literacy skills. Students will explore a variety of criteria for selecting high-quality literature in all genres for infants, toddlers, preschoolers, and primary age children. Students will investigate strategies to support the development of children's language, cognitive skills, personality, social and moral development, and aesthetic and creative development. Upon completion of this course the prospective early childhood educator will have a comprehensive understanding of high quality children's literature and its use as a teaching tool for literacy development in educational settings from infancy to age 8.

ECE5009 / ECE5009-8 - Early Childhood Education Capstone (Graduate)

In this course, students will integrate and apply their learning of early childhood education in a comprehensive manner. Student will reflect on content from courses taken earlier in the program and develop a more in-depth understanding of the National Association for the Education of Young

Children (NAEYC) standards, developmentally appropriate practices, center-based curriculum, and aspects of professionalism as they apply to early childhood settings.

ECE7001 - Topics in Early Childhood Education (Doctoral)

This course presents an overview of early childhood education in American society, including currently respected theories and practical applications for educating the young child. Specifically, students will explore basic educational concepts and developmentally appropriate practices for children, pre-k – grade three, including children with exceptional needs. Historical and contemporary models and delivery systems are presented and innovations in instruction are discussed. It is suggested that students pursuing a specialization in ECE should take this as their first specialization course.

ECE7002 / ECE7002-8 - Topics in Early Childhood Growth, Development, and Educational Programs (Doctoral)

In this doctoral level course, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.

ECE7003 - Topics in Early Childhood Program Administration (Doctoral)

This doctoral course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed. Skills and competencies to implement the aforementioned concepts will also be addressed.

ECE7005 / ECE7005-8 - Early Childhood Curriculum and Assessment (Doctoral)

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.

ECE7007 / ECE7007-8 - Early Childhood Literacy and Literature (Doctoral)

In this course, students will discuss literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Since knowledge of children's literature is essential for any early childhood educator, students will determine ways to select appropriate and motivating materials to enhance an early childhood literacy program. Emphasis will be placed on writing, spelling, and literacy development; motivating reading and writing; language and vocabulary development; the importance of family literacy partnerships; and analyzing, selecting, and

responding to children's literature.

ECE7009 / ECE7009-8 Families, Communities, and Schools as Partners in Early Childhood Education (Doctoral)

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.

IL5000 / IL5000-8 - Instructional Leader as Creator of Learning Culture (Graduate)

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.

IL5001 - Instructional Leader as Advocate and Decisioner (Graduate)

In this course, students examine the role of instructional leader as that of advocate and decision maker. The importance of this particular role is grounded in the realization that the instructional leader articulates the vision that reflects the mission, core values, beliefs, and purpose of the educational enterprise. Additionally, the instructional leader's role as advocate is to support the development and maintenance of high standards of performance and achievement. As decision maker and standard bearer for the enterprise, the instructional leader models the way and leads by example.

IL5002 / IL5002-8 - Instructional Leader as Community Conduit (Graduate)

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.

IL7000-8 / IL7000-8 - The Culture of Learning (Doctoral)

In this course, doctoral students will explore ways of creating a culture of learning while engaging in instructional leadership tasks. Through course activities, students will explore topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.

IL7001 / IL7001-8 -1 Leader as Advocate and Decision Maker (Doctoral)

In this course, doctoral students will engage the complex decision-making concepts and processes while reflecting on staff development and instructional supervision. Topics include: teacher perceptions, instructional leadership, supervisory behaviors, instructional support and strategies, collaborative characteristics and presentation technology.

IL7002 / IL7002-8 - Leader as Community Advocate (Doctoral)

Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. In this doctoral course, students will evaluate the skills necessary to engage stakeholders in partnerships that enhance educational operations at all levels. Students will discuss methods to develop professional learning communities and evaluate the theories and research related to learning communities and instructional leadership.

EDU5000 - Foundations for Graduate Study in Education (Graduate)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU7001 – Advanced Scholarly Writing (Post Graduate)

The purpose of this course is to build advanced skills identifying and obtaining high quality sources through online library searches. In addition, the course addresses advanced writing and APA formatting skills, and it prepares students to be critically reflective consumers of research reports.

EDU7101 - Foundations for Doctoral Study in Education

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU8000 - Foundations for Doctoral Study in Education

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU8001 - Advanced Scholarly Writing (Post Graduate)

The purpose of this course is to build advanced skills identifying and obtaining high quality sources through online library searches. In addition, the course addresses advanced writing and APA formatting skills, and it prepares students to be critically reflective consumers of research reports.

CT5000 - Curriculum and Instructional Strategies (Graduate)

The purpose of this master's level course is to provide an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Students will learn to integrate theory and practice. Students will study accountability and high stakes testing, historical precedents, local and federal accountability rules. Students will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.

CT5001 - The Teacher as Reflective Practitioner (Graduate)

Reflective practice is a powerful force for educational change. Reflection is a critical process that informs decision making and involves experience, research, discussion, and implementation. Reflective practitioners are committed to continuous learning and improvement. This course will provide the student with an overview of the reflective thinking process and model, and will invite the student to reflect on past actions in the classroom in order to improve and energize professional growth, teaching methods, classroom strategies, and student learning.

CT5002 - Learning Styles and Teaching Styles – Strategies for Success (Graduate)

Planning for successful, meaningful teaching involves strategies, processes, and relationships. This course introduces specific strategies, modalities, and principles that can be collected and integrated into a lesson plan or learning module. The question of how a particular strategy relates to a specific learning objective is partially dependent on the teaching and learning styles present in the specific context. The skillful use of learning and teaching styles requires familiarity with style models, an awareness of one's personal style and how it influences individual thinking, acting, and communicating. Both hypothetical and real teaching scenarios and strategy decisions will be critically considered and integrated into a personal working model with the focus on building practical style skills and associated strategies.

CT5003 - Principles of Teaching & Learning (Graduate)

The foundations of teaching and learning can be viewed from several perspectives. One such perspective includes the principles supporting the theories and models used today by educational practitioners; this course will focus on such principles. Students will contrast and evaluate the development, motivation, and transfer of learning processes and models. Students will also evaluate learning styles and metacognition for possible changes that can improve teaching practices. Finally, students will analyze the influence of emotional, social, and cultural contexts in order to make effective decisions that support school structures that enable student learning.

CT5004 - Foundations of Language & Literacy Education (Graduate)

This course will assist educators in learning more about the foundations of language development and the impact language acquisition has on literacy learning. Educators will be asked to reflect on their own understanding of language development and reflect on their teaching of language.

CT5005 - Literacy Teaching and Learning (Graduate)

This course provides students working in professional teaching settings opportunities to develop their understanding of the eight principles guiding literacy development in the early years. Theory, strategies, activities as well as a summative assessment are presented throughout this course to assist teachers in gaining a more thorough perspective on literacy development in the early grades.

CT5006 - Multiple Intelligences and Ways of Learning (Graduate)

In this course, students will explore the concept of multiple intelligences for appropriate and beneficial applications within school curricula, especially as applied to fostering students' higher-order thinking skills. Students will investigate and assess the influence of multiple intelligences on interdisciplinary learning, preferred learning styles, and appropriate applications in the classroom. Students will also analyze the options for evaluating and revising student assessment methods and tools so that multiple intelligences theory is included in curriculum development. Finally, students will develop activities to engage specific types of students using Bloom's taxonomy.

CT5007 - The Classroom: Managing and Organizing for Student Achievement (Graduate)

This course provides students working in professional settings opportunities to investigate, synthesize, and apply research-based best practices in classroom management and organization to maximize student achievement. Students will analyze major philosophical positions and theoretical models and their influences on classroom management practices. Students will integrate principles of curriculum development and models of instruction, management, and discipline to effect optimum student learning. Emphasis is placed on establishing a classroom management plan that is proactive in nature, effective in controlling student behavior, useful in a variety of contexts, adaptable to diverse student populations, and easily integrated into daily teaching practices.

CT5008 - High Stakes Testing: Implications for Teaching and Learning (Graduate)

This course provides students working in educational settings opportunities to research and understand the underpinnings of the current No Child Left Behind legislation as it relates to accountability and high stakes testing. Students will study historical precedents, local and federal accountability rules, intended and unintended consequences of high stakes testing, as well as the impact of high stakes testing on the individual student, the school, the community, and the country. Students will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.

CT5010 Teaching, Learning, and Assessment Strategies and Principles

In this course, students will be provided an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Topics include: curriculum design and development, curriculum standards, high stakes testing, historical precedents, reflection, the information processing model, and models of teaching and learning.

CT5011 Learning and Teaching Styles, Multiple Intelligences, and Ways of learning

Teaching involves more than delivery of knowledge – it involves transfer of knowledge. In this course, graduate students will learn how to plan instruction to maximize this transfer for all

students. They will learn the appropriate and beneficial applications of learning and teaching styles, multiple intelligences, and other ways of learning. They will analyze the options for evaluating and revising student assessment methods and discover what works best within diverse learning contexts. The student will integrate insights for maximizing styles, multiple intelligences, and assessments within a plan for developing best practices and continuing professional development.

CT5012 / CT5012-8 - Teaching Foundations for Language and Literacy

In this course, students will learn about the foundations and principles of language and literacy development in a child's early years. Theory, strategies, activities as well as a summative assessment are presented throughout this course to assist teachers in gaining a thorough perspective on promoting language and literacy fluency. Student will be asked to reflect on their own understanding of language development and reflect on their teaching of language.

CT5013 / CT5013-8 - The Classroom: Management and Organization for Student Achievement

In this course, students investigate, synthesize, and apply research-based best practices in classroom management and organization to maximize student achievement. Students will analyze major philosophical positions and theoretical models and their influences on classroom management practices. Students will integrate principles of curriculum development and models of instruction, management, and discipline to effect optimum student learning.

CT7000 / CT7000-8 - Developing Instructional Strategies and Curriculum (Doctoral)

In this course, students will contrast and analyze instructional strategies based on a framework of architectural principles. Students will integrate and implement curriculum theories and models that include differentiated instruction and the infusion of technology. Curriculum standards, requirements, issues, and trends will be evaluated for the production and promotion of recommendations for effective change.

CT7001 / CT7001-8 - The Role of the Teacher Practitioner (Doctoral)

In this course, students will evaluate testing models and practices and their influence on achievement assessment. Topics include: The achievement gap, academic standards, sanctions, and rewards within the context of No Child Left Behind and Common Core legislation are contrasted and reviewed historically for possible intervention options. Course mastery is demonstrated through the creation of a school improvement plan.

CT7002 - Identifying and Maximizing Learning/ Teaching Styles (Doctoral)

The skillful use of learning and teaching styles requires familiarity with style models. CT7002 offers the doctoral student opportunities for the analysis and assessment of the interactions at play within learning/teaching styles and brain-based strategies and applications. The doctoral student will become familiar with his or her own style and teaching models that engage diverse students. From that awareness, planning can include how to investigate and evaluate the responsible use of styles and strategies within effective teaching models plus the synthesis, application, and assessment of models within diverse learning contexts. The doctoral student will integrate insights for maximizing

styles, teaching strategies, and assessments within a plan for developing best practices and continuing professional development.

CT7003 - Teaching and Learning Foundations (Doctoral)

The foundations of teaching and learning can be viewed from several perspectives. Doctoral students will analyze the influence of emotional, social, and cultural contexts and evaluate those influences to make effective decisions that support school structures, which enable student learning. Topics include: learning theories and instructional models, effective teaching practices, multiple intelligences, and metacognition.

CT7004 - Language and Literacy Education (Doctoral)

Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.

CT7005 - Literacy: Focus on Curriculum (Doctoral)

This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.

CT7006 / CT7006-8 - Multiple Intelligences (Doctoral)

In this course, students will be introduced to Dr. Howard Gardner's theory of multiple intelligences (MI), and will evaluate how to differentiate curriculum to maximize its benefits for students. Students will analyze the options for evaluating and revising assessment methods and tools to include MI theory in curriculum development. In addition, specific intelligences will be evaluated for their contributions to personal and professional development.

CT7007 - Leadership for Student Achievement (Doctoral)

Leadership for Student Achievement provides doctoral students with learning opportunities to maximize student achievement. Major instructional models are compared and evaluated to enable a positive, supportive classroom environment. The diverse needs of students and their learning styles are assessed and possible pro-active changes are suggested using reflective practices and the insights of differentiated instruction. Student discipline patterns and discipline management techniques are analyzed and evaluated to minimize disruptive behavior and increase learning. Doctoral students will examine and appraise research-based instructional strategies for effective classroom management. Action research plans that will explore class room self-selected

management topics will be expected.

CT7008 / CT7008-8 - Evaluation of Instruction (Doctoral)

In this course, students will evaluate testing models and practices and their influence on achievement assessment. Topics include: The achievement gap, academic standards, sanctions, and rewards within the context of No Child Left Behind and Common Core legislation are contrasted and reviewed historically for possible intervention options. Course mastery is demonstrated through the creation of a school improvement plan.

ED5026-8 - Cognition, Emotion, and Motivation (Graduate)

This course will examine a comprehensive overview of the theories of human cognition, emotion, and motivation. This course will provide students with a solid understanding of the competing theoretical approaches and their applications to present social and cultural concepts. A contemporary view of research will be emphasized and upon completion, students will have a critical awareness of theories and research findings concerning diverse aspects of higher functioning in these areas.

CPW5010-8 - Wellness Coaching - Lifestyle Change

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.

CPW5011-8 - Wellness Leadership and Professional Development

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.

CPW5012-8 - Business Aspects in Corporate Fitness and Wellness

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.

CPW5013-8 - Worksite Health Promotion

In this course, students will learn the fundamental theories related to research and practice in health promotion within the workforce. Topics will include a comprehensive overview of worksite health promotion that illustrates the importance of today's workplace. Students will learn a step by step approach to planning, implementing, and evaluating corporate wellness programs.

LHE5004 / LHE5004-8 - The Organization of Higher Education (Graduate)

In this course, students will receive an introduction to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topics to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.

LHE5005 / LHE5005-8 - Exploring Legal Issues in Higher Education (Graduate)

In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education. Topics include: academic freedom, liability for student behavior, separation of church and state, antidiscrimination statutes and academic discipline.

LHE5008 - Financial Issues in Higher Education (Graduate)

This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.

LHE5009 / LHE5009-8 - A History of Higher Education (Graduate)

In this course, students are introduced to the historical origins of higher education in the United States. Significant periods in the development of higher education in this country are covered, as well as the evolution into today's contemporary and complex system of higher education. Topics include: education models, progressive movements, federal higher education acts, community colleges, access, diversity and opportunity.

LHE5010 - Topics in Higher Education (Graduate)

This course explores areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with faculty to create a self-directed study plan on a topic appropriate for master's-level study.

LHE5011 - Leadership for Higher Education (Graduate)

The purpose of this course is to provide an introduction to the nuances of higher education leadership and theory. Emphasis will be given to the practical application of higher education leadership theories in the academic and administrative roles of an institution of higher education.

LHE5013 - The Community College (Graduate)

This course provides a general and introductory understanding of curricular issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development and management as well as assessment.

LHE7004 / LHE7004-8 - Organization and Governance of Higher Education (Post Graduate)

In this course, doctoral students will analyze and evaluate theories, models, and readings on approaches and structures for governing higher education organizations. This course is intended to help students understand the competencies and training necessary to undertake various operational and leadership roles. Doctoral students will gain a sound understanding of complex college and university organizations and develop a working understanding of the elements of organizations which comprise contemporary social systems. Students will explore major forces, issues, and themes which influence American society and in turn affect colleges and universities.

LHE7005 / LHE7005-8 - Legal Issues in Higher Education (Post Graduate)

In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.

LHE7006-8 Student Affairs Leadership

In this course, students will study the evolution and current practices of student affairs development, management, and leadership in higher education. Topics include: philosophical, historical, conceptual, and research foundations of the profession; cultural and organizational contexts of student affairs; mission and vision; and current trends in campus demographics and student experience in student affairs development.

LHE7007-8 - Strategic Enrollment Leadership (Post Graduate)

In this course, students will learn the best principles and practices for leading recruitment, enrollment management, and institutional advancement efforts. Students will focus on effective enrollment management and leadership, recruitment, retention, institutional advancement, student service, targeted communication, applying technology to enrollment management and developing an institution-wide strategic enrollment process. Students have the opportunity to customize this course to their particular professional setting and goals.

LHE7008 - Higher Education Finance (Post Graduate)

This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.

LHE7010 / LHE7010-8 - Current Trends and Topics in Higher Education (Post Graduate)

In this course, students will explore areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for doctoral level study.

LHE7011 / LHE7011-8 - Foundations of Higher Education Leadership (Post Graduate)

Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.

LHE7012 / LHE7012-8 - Strategic Planning & Institutional Effectiveness in Higher Education (Post Graduate)

In this course, students will explore institutional and programmatic planning in tandem with the concern for institutional effectiveness. A major goal of this course will be to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning, explicitly linking all strategies with the principles and best practices that support the drive toward institutional effectiveness.

LHE7013-8 - Community College Curriculum and Program Development (Post Graduate)

In this course, students will receive a general and introductory knowledge of curricular and leadership issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development, student services, and leadership as well as assessment.

LHE7014-8 / LHE7014-8 - Introduction to the Community College (Post Graduate)

In this course, students will gain knowledge of the history, nature, and purpose of American community colleges with emphasis on college funding, leadership, staffing, service learning and the importance of the mission, vision, and values. Mastery is attained through developing a strategic plan addressing a current/recent college challenge.

OL5001 / OL5001-8 - Resolving Conflict (Graduate)

In this course, students will examine conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. Students will also examine the nature of conflict - its origins, sources, and types - as well as the concepts and skills of proactive intervention, conflict resolution and utilizing various conflict resolution strategies in organizational settings.

OL5002 - Organizational Capacity (Graduate)

Organizations are constantly remaking themselves to stay current with best practices. Organizational leaders are at the helm of identifying needs and developing organizational potential. An organization's ability to reach a certain performance potential is known as "capacity". When an organization is operating at capacity, it is able to use resources to accomplish goals and meet expectations. Organizational leaders are responsible for promoting capacity to improve the performance at all levels. In this course, graduate students will explore the intersection of leadership strengths and organizational capacity.

OL5003 - Leading for Change (Graduate)

Organizations change as they respond to their environment. Leaders who understand the change process are better equipped to guide their organizations when the conditions within which they operate are in flux. This course is for students who desire to be change agents. They recognize that leading change requires the alignment of values with vision, mission, and organizational goals. They are committed to continued growth in skill and knowledge, and are eager to apply their leadership talents to foster positive organizational change.

OL5007 / OL5007-8 - Leader as Coach (Graduate)

In this course, students will gain the knowledge of developing quality organizational leaders within the framework of a professional learning community. Coaching practices and approaches will be analyzed and characteristics, roles, and responsibilities of a good coach will be identified and related to the support and retention of educators. The precepts of coaching will be applied as students develop a plan for a mentoring program within their own organization. Throughout this course, students will thoroughly explore ways that reflective coaching practice can improve organizations.

OL5008 / OL5008-8 - Nonprofit Organizations (Graduate)

In this course, students will explore leadership opportunities within nonprofit organizations. Topics include: nonprofit challenges, mission statements, communication strategies, volunteer recruitment and retention, and using data to make decisions.

OL5009 / OL5009-8 - Strategic Planning (Graduate)

In this course, students will be provided with requisite skills to be effective strategic managers. This course is about both the design and execution of management strategies. Students will develop skills to think systematically and strategically about aspects of the organization. Students will also

develop an understanding of how to implement organizational change through policy to achieve goals.

OL5017 / OL5017-8 - Systemic Leadership: Systems Thinking and Systems Dynamics (Graduate)

In this course, students are introduced to the organizational components of systems thinking. Mastery of course concepts is demonstrated through synthesizing the guidelines of systems thinking to an organization. Topics include: concept maps, solution brainstorming, short-term vs. long-term solutions, decision-making, and performance capacity.

OL5030 / OL5030-8 - Organizational Development (Graduate)

In this course, students will explore the theoretical and practical underpinnings of 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 essential elements of effective leadership, dynamic culture, and interactive community and their influence in shaping organizational health and wellness.

OL7001 - Conflict Resolution and Mediation (Post Graduate)

Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OL7002 - Building Organizational Capacity (Post Graduate)

There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL7003 - Leadership for Excellence (Post Graduate)

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL7004 / OL7004-8 - Theory and Practice of Organizational Leadership (Post Graduate)

In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.

OL7005 / OL7005-8 - Ethical Leadership (Post Graduate)

In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.

OL7007 / OL7007-8 - Leader as Coach (Post Graduate)

In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.

OL7008 / OL7008-8 - Executive Leadership in Nonprofit Organizations (Post Graduate)

In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.

AC5000 - Leadership in Coaching Today's Athlete (Graduate)

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.

AC5002 / AC5002-8 - Legal Aspects in Coaching (Graduate)

This Master's level course is designed to help Coaches develop 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.

AC5004 - Ethics in Sports

The purpose of this course is to promote critical examination of ethical issues and moral dilemmas that are inherently found within interscholastic sport settings. Students will explore, perform research, and analyze ethics and morality in interscholastic sport settings. A series of written assignments will provide reflective opportunities for students to develop self-awareness and knowledge of how to become character driven, effective leaders. Students will develop an understanding of character based educational athletics and will be challenged to examine personal philosophies, clarify values, and refine moral reasoning skills relative to interscholastic athletics administration.

AC5006 / AC5006-8 - Sport Nutrition (Graduate)

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.

AC5008 / AC5008-8 - Coaching Psychology (Graduate)

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.

AC5010 / AC5010-8 - Performance Enhancement in Sport (Graduate)

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.

AC5012 / AC5012-8 - Coaching Fundamentals of Speed Development (Graduate)

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.

AC5014 / AC5014-8 - Coaching Theory, Methods, and Issues

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.

EL5001 / EL5001-8 - Introduction to Principles and Practices in E-Learning (Graduate)

In this course, students will receive an introduction to the teaching and learning strategies in the e-learning environment. Students will examine the basic foundations of e-learning, instructional principles used to develop effective online courses and materials, and the assignments and assessments that are used in e-learning. Students will design a professional development or corporate training activity based on best practices in e-learning.

EL5002 - Introduction to E-Learning Instructional Strategies (Graduate)

This course will introduce to students the strategies necessary to facilitate learning using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of students, guiding collaborative online learning activities, and administering online assessment and evaluations.

EL5003 - Instructional Design Strategies (Graduate)

This course is designed to prepare the student with an understanding of instructional strategies and their role in designing authentic online activities in the field of education and training arenas. The use and understanding of constructivist-based pedagogical models and Integrative Learning design Framework (ILDF) will provide a foundation for students and assist in developing effective online activities for an online course.

EL5006 - Adult Learning Theories (Graduate)

During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective.

EL5007 - Ethics and Legal Issues (Graduate)

This course will examine potential legal and ethical issues involved in online courses and programs. Ethical principles that relate to copyright, intellectual property, negligence, and privacy will be explored. This course will provide educators with a general framework for addressing issues such as ownership of electronic course materials, determining whether a work is in the public domain, and the proper use of copyrighted works at a distance. Prevention of plagiarism in the digital environment will also be addressed.

EL5009 - Mobile Devices for Teaching and Learning (Graduate)

In this course, students will receive an introduction to teaching and learning using mobile devices. This course will present a conceptual and theoretical foundation for implementing mobile devices into the curriculum including exploration, examination, and evaluation for the efficacious use of mobile devices in the classroom. Students will analyze related mobile technology processes and techniques for effectively using these devices. Students will also explore the structural aspects,

pedagogical issues, curriculum design, psychological and group dynamics, ethical and social issues, as well as the practical issues of using mobile devices.

EL7001 / EL7001-8 - Principles and Practices in E-Learning (Foundation Course) (Post Graduate)

In this course, students are introduced to the essential elements in the field of e-learning. Students will develop an understanding of the principles, philosophies, best practices, approaches, technologies, and delivery models used by practitioners in the field of e-learning. The various needs e-learning practices can meet and the best ways to effectively implement e-learning into academic environments will also be explored.

EL7002 / EL7002-8 - E-Learning Instructional Strategies (Post Graduate)

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.

EL7003-8 - Instructional Design and Engaging E-Learning Activities (Post Graduate)

In this course, students will examine instructional design in an online education and training environment. Students will evaluate the relationship between instructional design and the use of various technologies. Applications of practical skills are introduced for the design and development of best experiences. Students will design activities and learning experiences for e-learning classes.

EL7004-8 - The Online Student (Post Graduate)

In this course, student are introduced to key issues and practical guidance for working with students in an e-learning environment. Examination of the basic characteristics of students and the factors that are critical to the success of the online student including the student-centered, co-facilitator environment; the instructor's role in the e-learning environment, student evaluation; and student and course assessment.

EL7006-8 - Facilitating Adult Learning Online (Post Graduate)

In this course, students will assess pedagogical learning theories and paradigms in teaching and learning and the impact on adult learning. Integration of effective adult learning principles in an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online communities of adult learners.

EL7007 - Ethical and Legal Issues in an Online Course (Post Graduate)

The purpose of this doctoral level course is to provide students with a solid foundation in cyber law and the varied legal and ethical issues that pertain to the use of technology in organizations. Students will examine and evaluate issues involving plagiarism, public domain, copyright protection, infringement, and protection. Emphasis will be placed on gaining a clear understanding

of the law in order to make policies for organizations.

EL7008 - Online Learning Communities in an Online Course (Post Graduate)

Online discussions and interactions in online learning environments are a key component of any course delivered via distance learning. This course will help students develop skills and techniques to design and facilitate effective online discussions. Students will focus on the use of asynchronous discussion tools as well as synchronous tools that are found in most e-learning platforms. Assessment and evaluation strategies of synchronous and asynchronous activities will also be examined.

EL7010-8 - Online Learning for the PK-12 Students (Post Graduate)

In this course, students will examine the potential that the Internet offers to students in Grades K-12. Students will explore the challenges and the opportunities of Web-based learning in the K-12 environment as well as the questions that surround the key issues involved in successfully incorporating the wide-range of Web-based learning opportunities for the K-12 classroom, including technology, content, and implementation.

EDU7002 – Educational Research Methodology (Post Graduate)

The purpose of this course is to enable students to gain a holistic understanding of the research process and examine the most common research designs used in educational research. In this course, students are prepared to make thoughtful and wise choices about their dissertation research project or capstone project through the exploration of different research design options.

EDR7100 – Scholarly Literature Review

This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to conduct effective literature searches 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 conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in education and identify potential areas of inquiry for their dissertation.

EDR7101 – Statistics I

In this course, students will learn how to use statistical analyses in research. Foundational topics covered include frequency distributions, z-scores, probabilities, hypothesis testing, confidence intervals, exploratory data analysis, power analyses, t-tests, correlations, bivariate regression, analyses of variance, and the chi-square test. Although students will complete many computations by hand, they will also use statistical software to analyze data. Students will build their independent scholarly skills by enhancing their scientific and statistical literacy. Therefore, the emphasis will be on understanding the data; comprehending statistical concepts; analyzing, interpreting, and critically evaluating statistical information; and communicating statistical information and knowledge.

EDR7104 – Introduction to Measurement

This course provides the fundamentals of qualitative and quantitative measurement and serves as a primary overview of basic concepts and methods of measurement as applied to practical problems in education. This course also serves as an introduction to the Advanced Quantitative Design and Measurement and Advanced Qualitative Design and Measurement courses. Topics and concepts discussed in this course include the history and levels of measurement, reliability and validity, the trustworthiness of qualitative research, norms and percentiles, item and instrument construction, interview and questionnaire guides, and bias and ethics associated with tests and data collection. In addition to introducing the basics of measurement, this course is meant to improve independent scholarly skills through the engagement of scientific literacy as it pertains to the student's primary area of focus and appropriate research design methodology.

EDR7103 Research Methods

This introductory research methods course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. Students will continue to build upon skills from prior courses as they critically analyze the existing research literature, but now with a focus on the research methods utilized. In addition, students will

investigate the theoretical and practical foundations of the primary research methodologies used in educational research, specifically qualitative, quantitative, and mixed methods research. Topics will include the ethics of research, data collection and analysis techniques, and issues of reliability, validity, trustworthiness and rigor. Emphasis will be placed on identifying criteria for a quality research project and whether a research study is aligned and cohesive. Students will have the opportunity explore topics of interest from different research perspectives (e.g. quantitative, qualitative) with the goal of helping students begin to clarify their future research course plan.

EDR7105 – Advanced Qualitative Design and Measurement

This course is designed to provide students with a focused examination of the research methods used in qualitative inquiry, with particular emphasis on the issue of problem alignment and suitability of the research question for qualitative design. This course will cover the theories and philosophies behind qualitative research, the elements that characterize a qualitative study, techniques used to improve the trustworthiness of the study, the role of the researcher and participant in qualitative research, and the various methods used to frame a qualitative study. A number of qualitative methodologies and data collection and analysis methods will be discussed. Students will develop a *mock* qualitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.

EDR7106– Advanced Quantitative Design and Measurement

This course provides in-depth knowledge of quantitative research design. The goal of this course is to ensure that students have a firm understanding of the unique and critical elements that provide a framework for a study and give it direction, with particular emphasis on problem alignment and suitability of the research question for quantitative design. This course approaches the topic of quantitative research design from both theoretical and practical perspectives, and encourages students to become competent creators and consumers of quantitative research by exploring how quantitative information is generated, summarized, evaluated, and represented. Test theories, reliability and validity, critical issues in measurement, and factor analysis will be covered in some detail. The course focuses on the uses of different tests in a variety of settings. Students will develop a *mock* quantitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.

EDR7109 – Mixed Methods Research

This course is designed to provide students with the foundational knowledge to critically evaluate the mixed method research approach and also be skilled in implementing a mixed method study. The philosophical foundation behind the mixed methods approach, the debates about the approach, reliability and validity concerns, and the steps and considerations when designing a mixed method research project are presented throughout this course.

EDR7110 – Program Evaluation

This course provides an overview of program evaluation research – from needs assessment to the communication and utilization of findings. The different types of program evaluation, including formative and summative evaluation, are covered. The importance of stakeholder input is highlighted. In addition, the ways in which various research methods and designs can be applied to program evaluation research are discussed. Students will gain practical experience with this type of research by completing a series of activities involving the application of program evaluation research principles. Furthermore, students will engage in a critical review of published program evaluation research as they continue to develop their independent scholarly skills.

EDR7111 – Case Study Research

This course is designed as a laboratory in which you can prepare to use case study research methods by conducting a small-scale case study on a topic/project of interest to education scholars. The course will prepare students to define appropriate case study research questions, to employ suitable data collection and analysis strategies, and to evaluate case research for credibility, transferability, dependability, and confirmability.

EDR7112 Action Research

This course is designed to prepare students who desire to use action research methods and as an opportunity for students to prepare to conduct research on topics/projects of interest to education scholars. The primary goal of action research is to solve a problem that will lead to improvement in individual or organizational practice. In addition to developing an action research proposal, students will gain knowledge about the theoretical, philosophical, epistemological, and political considerations surrounding action research, specifically in educational environments. Students will gain an understanding of the cyclical nature of action research. Student researchers in this course will be prepared to understand the unique role of the researcher in action research, the importance of stakeholders, to define appropriate action research questions, and to evaluate action research studies critically.

EDR8100 - Scholarly Literature Review

This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to conduct effective literature searches 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 conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in education and identify potential areas of inquiry for their dissertation.

EDR8103 - Research Methods

This introductory research methods course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. Students will continue to build upon skills from prior courses as they critically analyze the existing research literature, but now with a focus on the research methods utilized. In addition, students will investigate the theoretical and practical foundations of the primary research methodologies used in

educational research, specifically qualitative, quantitative, and mixed methods research. Topics will include the ethics of research, data collection and analysis techniques, and issues of reliability, validity, trustworthiness and rigor. Emphasis will be placed on identifying criteria for a quality research project and whether a research study is aligned and cohesive. Students will have the opportunity explore topics of interest from different research perspectives (e.g. quantitative, qualitative) with the goal of helping students begin to clarify their future research course plan.

EDR8101 - Statistics I

In this course, students will learn how to use statistical analyses in research. Foundational topics covered include frequency distributions, z-scores, probabilities, hypothesis testing, confidence intervals, exploratory data analysis, power analyses, t-tests, correlations, bivariate regression, analyses of variance, and the chi-square test. Although students will complete many computations by hand, they will also use statistical software to analyze data. Students will build their independent scholarly skills by enhancing their scientific and statistical literacy. Therefore, the emphasis will be on understanding the data; comprehending statistical concepts; analyzing, interpreting, and critically evaluating statistical information; and communicating statistical information and knowledge.

EDR8102 - Statistics II

In this course, you will build upon your statistical skills developed in the Statistics I course. You will be provided with an overview of how researchers use advanced statistical analyses in research, including multiple regression, factorial analysis of variance, moderation, mediation, analysis of covariance, multivariate analysis of variance, and analysis of repeated measures. Although you will complete some computations by hand, the majority of statistical analysis will be performed using SPSS. Similar to the Statistics I course, the focus involves helping you build your independent scholarly skills with an emphasis on understanding the data; comprehending and evaluating more sophisticated statistical concepts; and communicating this sophisticated statistical information.

EDR8104 Introduction to Measurement

This course provides the fundamentals of qualitative and quantitative measurement and serves as a primary overview of basic concepts and methods of measurement as applied to practical problems in education. This course also serves as an introduction to the Advanced Quantitative Design and Measurement and Advanced Qualitative Design and Measurement courses. Topics and concepts discussed in this course include the history and levels of measurement, reliability and validity, the trustworthiness of qualitative research, norms and percentiles, item and instrument construction, interview and questionnaire guides, and bias and ethics associated with tests and data collection. In addition to introducing the basics of measurement, this course is meant to improve independent scholarly skills through the engagement of scientific literacy as it pertains to the student's primary area of focus and appropriate research design methodology.

EDR8105 - Advanced Qualitative Design and Measurement

This course is designed to provide students with a focused examination of the research methods used in qualitative inquiry, with particular emphasis on the issue of problem alignment and suitability of the research question for qualitative design. This course will cover the theories and

philosophies behind qualitative research, the elements that characterize a qualitative study, techniques used to improve the trustworthiness of the study, the role of the researcher and participant in qualitative research, and the various methods used to frame a qualitative study. A number of qualitative methodologies and data collection and analysis methods will be discussed. Students will develop a *mock* qualitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.

EDR8106 - Advanced Quantitative Design and Measurement

This course provides in-depth knowledge of quantitative research design. The goal of this course is to ensure that students have a firm understanding of the unique and critical elements that provide a framework for a study and give it direction, with particular emphasis on problem alignment and suitability of the research question for quantitative design. This course approaches the topic of quantitative research design from both theoretical and practical perspectives, and encourages students to become competent creators and consumers of quantitative research by exploring how quantitative information is generated, summarized, evaluated, and represented. Test theories, reliability and validity, critical issues in measurement, and factor analysis will be covered in some detail. The course focuses on the uses of different tests in a variety of settings. Students will develop a *mock* quantitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.

EDR8109 Mixed Methods Research

This course is designed to provide students with the foundational knowledge to critically evaluate the mixed method research approach and also be skilled in implementing a mixed method study. The philosophical foundation behind the mixed methods approach, the debates about the approach, reliability and validity concerns, and the steps and considerations when designing a mixed method research project are presented throughout this course.

EDR8110 - Program Evaluation

This course provides an overview of program evaluation research – from needs assessment to the communication and utilization of findings. The different types of program evaluation, including formative and summative evaluation, are covered. The importance of stakeholder input is highlighted. In addition, the ways in which various research methods and designs can be applied to program evaluation research are discussed. Students will gain practical experience with this type of research by completing a series of activities involving the application of program evaluation research principles. Furthermore, students will engage in a critical review of published program evaluation research as they continue to develop their independent scholarly skills.

EDR8111 - Case Study Research

This course is designed as a laboratory in which you can prepare to use case study research methods by conducting a small-scale case study on a topic/project of interest to education scholars.

The course will prepare students to define appropriate case study research questions, to employ suitable data collection and analysis strategies, and to evaluate case research for credibility, transferability, dependability, and confirmability.

EDR8112 - Action Research

This course is designed to prepare students who desire to use action research methods and as an opportunity for students to prepare to conduct research on topics/projects of interest to education scholars. The primary goal of action research is to solve a problem that will lead to improvement in individual or organizational practice. In addition to developing an action research proposal, students will gain knowledge about the theoretical, philosophical, epistemological, and political considerations surrounding action research, specifically in educational environments. Students will gain an understanding of the cyclical nature of action research. Student researchers in this course will be prepared to understand the unique role of the researcher in action research, the importance of stakeholders, to define appropriate action research questions, and to evaluate action research studies critically.

CMP9500MFT - MFT Doctoral Comprehensive Examination (Doctoral)

In their pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

DIS9501MFT – DIS9509MFT - Doctoral Dissertation Research I – IX (12 credits minimum to 27 credits maximum) (Doctoral)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

MFT5101 - Foundations for Graduate Study in MFT (Graduate)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master of Arts Degree in Marriage and Family Therapy. Graduate level skills, such as goal building, time management, academic integrity, effective use of the Northcentral Library, the use of APA form and style in professional communication, and critical thinking skills are introduced. Students will complete the course with a better understanding of systems theory concepts, essential attending skills, and the role of systemic dynamics within diverse populations (Student Learning Outcome #4).

MFT5102 - Legal, Ethical and Professional Development in MFT(Graduate)

This course will include content regarding professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification. The course will focus on ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. Specifically, students will address the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice. The course will inform students about the interface between therapist responsibility and the professional, social, and political context of treatment.

MFT5103 - Systemic Evaluation and Case Management (Graduate)

This Master's level course provides an opportunity to review various assessments and evaluations tools utilized by marriage and family therapists for clinical and research purposes as well as an overview of psychological test construction, administration, and interpretation. The course will explore systemic evaluations measures for individuals, couples, and families. Students will examine differences between individually based and systems-based forms of assessment. In addition, students will be invited to consider diversity as one of the fundamental components of a successful and productive evaluation. This course trains students how to conduct a "Needs Assessment" and standard case management methods including identifying and aligning clients with appropriate community resources. Students will identify and visit community resources in their community. The Week 9 Assignment in this course is designed to measure the programs first Student Learning Outcomes (SLO) which addresses student knowledge of family systems theory.

MFT5104 - Treatment Planning and Traditional Family Therapy (Graduate)

This course uses a treatment planning focus while training students to have a thorough understanding of traditional models of marriage and family therapy. Course content will be focused on application of these clinical models to common clinical concerns and will address a wide variety of presenting clinical problems. Material and assignments in the course will address family therapy practice and be related conceptually to theory.

MFT5105 - Recovery-Oriented Care and Postmodern Family Therapy (Graduate)

This course trains students to work with clients using a recovery-oriented approach that focuses on client strengths and working collaboratively toward meaningful change and improvement. Using this focus, course content will address social constructionism, narrative, solution-focused, and collaborative models of therapy as well as other postmodern trends. Course material will address a wide variety of presenting clinical problems and will address contemporary conceptual directions of the field of marriage and family therapy.

MFT5106 - Research Methods and Evidence Based Practice (Graduate)

This course investigates existing research and research methods used in marriage and family therapy as well as research ethics training, evaluation of existing research, understanding common research designs, and exploring potential research options of interest to the students. Course content also focuses on the importance of a scientist-practitioner approach to clinical work and the validation and use of evidence based practices in family therapy.

MFT6101 - Human Development and Family Dynamics Across the Lifespan (Graduate)

This course will include content on individual and family development across the lifespan. Specific emphasis will be given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy.

MFT6102 - Psychopathology, Diagnosis, and Systemic Treatment (Graduate)

Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The

focus of the course content will be on the assessment and treatment of major mental health issues through marriage and family therapy. This course is designed to address the program's second Student Learning Outcome (SLO) which states, "Students will apply family systems oriented clinical skills across a variety of contexts (SLO-2)."

MFT6103 - Cultural Diversity, Gender and Family Development (Graduate)

This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender, nationality, race, religion, sexual orientation, and spirituality. Economic diversity and the impact of poverty on individuals and families are emphasized. Each of these types of diversity is examined with respect to the relevance they have to the profession and practice of family therapy.

MFT6104 - Family Therapy with Children (Graduate)

This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.

MFT6105 - Couple and Sex Therapy (Graduate)

This course will address several models of couple and sex therapy. Within each model there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. Specific attention will be given to the development of a personal theory of working with couples based on a foundation of existing models.

MFT6106 - Families in Crisis (Graduate)

This course will address contemporary crisis-related issues in marriage and family therapy to include gender, violence, addictions, and abuse. It will also address the treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. The focus will be on the effects of trauma and stress on family life and relationships as well as recovery from a variety of related presenting issues.

MFT6201 - California Law and Professional Ethics (Graduate)

This course is designed specifically for Students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course will focus on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. The course will include content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and

ethics, legal and ethical standards for different types of work settings, and the licensure laws and process. Activities three, four, five, and six in this course are designed to address the programs third and fourth Student Learning Outcomes (SLO) which states, students will demonstrate an applied knowledge of the AAMFT Code of Ethics (SLO-3); and students will advance their understanding of systemic dynamics within diverse client populations (SLO-4).

MFT6951 - MFT Practicum I (Graduate)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty. Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 8 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6952 - MFT Practicum II (Graduate)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape. The accumulation of clinical and supervision hours are tracked using a clinical hours tracking system/forms required to be used by MFT students, and signed by the on-site supervisor. The local on-site supervisor will provide

regular individual supervision of the student and assist the student in managing cases. The Northcentral Clinical Faculty will maintain regular contact with student and Local Clinical Supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Clinical Faculty. Students in the Master program must enroll in two practicum courses (MFT6951: MFT Practicum I and MFT6952: MFT Practicum II) and three internship courses (MFT6991, MFT6992, and MFT6995). Each MFT Practicum and Internship course lasts 12 weeks and must span over a minimum of 52 weeks. Students are required to be clinically active for the duration of that time. It is expected that students will accrue approximately 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per practicum and 250 hours for the whole clinical experience) must be relational (couple or family). Students must receive one hour of supervision (individual or group) for every five hours of client contact.

MFT6991 - MFT Internship I (Graduate)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty..

MFT6992 - MFT Internship II (Graduate)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision

sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

MFT6995 - MFT Internship and Capstone Presentation (Graduate)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) and 52 weeks, with the final internship course being the Capstone for the clinical training process. Students register for these courses to cover a period of no less than 28-36 weeks. Beyond completion of hours, the structure of the internship experience is different from the practicum courses in that, while you received direct supervision and more extensive involvement with the University faculty supervisor during practicum, the internship experience is a bit more autonomous. You will attend supervision sessions with the NCU faculty supervisor weekly or every other week depending on the number of hours of client contact you have completed. During the internship experience, you are required to continue working with a qualified local clinical supervisor to complete direct supervision of your clinical work for the duration of the internship. You must receive 1 hour every week. This supervision must involve direct observation or video recorded observation of your sessions. In addition to completion of the required client contact hours and supervision, during the internship experience (credits 2 and 3) you are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present your own theoretically grounded personal model of therapy to the MFT faculty.

MFT7101 - Foundations for Doctoral Study in MFT (Doctoral)

Students in this course will be prepared for success in in the field of Marriage and Family Therapy (MFT) doctoral program at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral level expectations. Essential skills needed to pursue a doctoral degree in MFT 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.

MFT7102 - Scholarly Writing in MFT (Doctoral)

This course focuses on the scholarly review of literature and academic writing. The emphasis of the course is on how (a) to formulate ideas and convey them in an ethical fashion; (b) to conduct effective literature searches, specifically in preparation for the dissertation; (c) to develop a plan for writing comprehensive, critical and synthesized reviews of research literature; (d) to critically review and write about underlying theoretical frameworks that lay the foundation for future research; (e) and to develop cultural sensitivity while evaluating possible research topics. The overarching goal

of this course is for students to conduct an exhaustive research the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation in the field of Marriage and Family Therapy.

MFT7103 - Research Methods in MFT (Doctoral)

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

MFT7104 - Statistical Design for MFT Research

This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in family therapy research, and also more generally, developing a working knowledge of statistical usage in everyday life.

MFT7105 - Assessment in MFT Research and Intervention (Doctoral)

In this course, students are trained to administer assessment instruments as an evaluative component of clinical practice and research in marriage and family therapy. Students will become familiar with the use of a wide variety of assessment instruments and clinical assessment procedures relating to children, individuals, couples, and families. Students will also identify specific measurement and evaluation tools or methods for potential use in their own dissertation research.

MFT7106 - Quantitative Research Design in MFT (Doctoral)

This course provides students with the skills essential in the critique and execution of quantitative research methods relating to marriage and family therapy. Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research.

MFT7107 - Qualitative Research Design in MFT (Doctoral)

This course provides students with the skills essential in the critique and execution of qualitative research methods relating to marriage and family therapy. The particular focus of this

methodological course is on the application of qualitative research to understanding human phenomena (clinical and non-clinical individuals, families, and social groups). Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research. There is an emphasis on clinical research and students will be expected to take a learning-through-doing/experiential approach.

MFT7108 - Advanced Data Analysis Strategies in MFT (Doctoral)

This course is an intermediate examination of statistical analyses commonly used in the field of marriage and family therapy (MFT). It prepares doctoral MFT students with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric, and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA, and advanced ANOVA techniques.

MFT7109 - Planning Dissertation Research in MFT (Doctoral)

Students in this course will begin the process of writing a dissertation. The course will address the University dissertation process and aids to successfully completing a dissertation, including self-care and time management.

MFT8101 - Advanced Theories in MFT (Doctoral)

This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.

MFT8102 - Dynamics of Family Interaction (Doctoral)

This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

MFT8103 - Assessing and Treating Family Violence (Doctoral)

This graduate level course examines family violence and the most effective way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence). The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents, college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families).

Students will learn about the importance of completing a thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.

MFT8104 - Pharmacology for Family Therapists (Doctoral)

This course is an overview of clinical psychopharmacology. The course will focus on psychiatric disorders their symptoms and medications. Students will explore basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified, and appropriate treatment plans may be developed. In addition the course will teach Marriage and Family Therapists how to interact effectively in collaborative/ multidisciplinary settings with other mental healthcare practitioners.

MFT8105 - Theories of Personality (Doctoral)

In this course you will examine, compare, and contrast key personality theories. Drawing on classic and contemporary sources, you will consider Freudian, post-Freudian, behaviorism, and social learning theories. You will also examine more contemporary theories on personality such as those put forth by cognitive, humanistic, and positive psychology. After learning these theories you will apply these concepts to the practice of Marriage and Family Therapy.

MFT8115 - Family Systems Approaches to Addiction (Doctoral)

This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.

MFT8201 - Play Therapy Methods (Doctoral)

This course will focus on the history, principles, and theories of play therapy, play therapy orientations, and applications in clinical practice with a specific emphasis on conceptualizing play therapy using a system theory orientation. Methods of play therapy with individual children, adolescents, and families will be addressed.

MFT8202 - Family Therapy with Adolescents (Doctoral)

This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for pertinent presenting clinical problems relevant to adolescents. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with adolescents and facilitating parental and family involvement will be discussed. Intervention strategies for difficult adolescents will be discussed, many of which have a common focus on working both within the family and with external systems relevant to the life of the adolescent.

MFT8203 - Parenting Strategies (Doctoral)

This course is focused on research and intervention with parents. The course focuses on developing competency in a variety of areas of parenting and child guidance. In particular, course content will address diverse family systems, family literacy, health and nutrition, and fostering physical, emotional, intellectual, and social development from birth through adolescence. Additionally, the course will include discussion of various techniques on how to responsibly discipline children.

MFT8204 - ADHD Assessment and Treatment (Doctoral)

This course will cover a survey of topics related to Attention-Deficit Hyperactivity Disorder, including diagnosis, assessment, etiology, and treatment with purposeful focus on both neurobiological and systemic implications.

MFT8301 - Advanced Couple Therapy (Doctoral)

This course involves an in depth study of systemic approaches to couple therapy. Topics will focus on assessment methods, empirical research on couple therapy, specific models of couple therapy, integration of course content with personal case work, special problems in couple relationships, and the dynamics of gender and diversity in relation to couple therapy.

MFT8302 - Emotionally Focused Couples Therapy (Doctoral)

This doctoral level course will familiarize students with the concepts, theory, and application of emotion-focused couple therapy. Emphasis will be placed on the role attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma.

MFT8303 - Systemic Sex Therapy (Doctoral)

This course focuses on physiological, psychological, and sociocultural variables associated with human sexuality and then maintains a focused emphasis on systemically oriented sex therapy including methods of conducting sexual assessments and both individual and relational therapy designed to help clients with variety of sexual issues, sexual dysfunctions, and sexual challenges within relationships.

MFT8304 - Treating Infidelity and Sex Addiction (Doctoral)

This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Specific methods of assessment and treatment will be studied. In addition, attention will be given to the effects of the internet on infidelity and sex addiction.

MFT8401 - Medical Family Therapy (Doctoral)

This course is an advanced survey of professional literature and resources related to the practice of medical family therapy. The course includes an emphasis on the biopsychosocial approach to

collaborative family healthcare, and an examination of the context within which such collaboration takes place. The broad overview illustrates the multitude of factors that influence medical family therapy practice.

MFT8402 - Biopsychosocial Connections and Interventions (Doctoral)

This course investigates the interconnection in people's lives between biological experiences, intellectual/psychological processing, emotions, and relationship interactions. The connections between these levels of functioning will be explored in terms of their influence on behavior, neurology, immune system functioning, emotional states, stress response, somatic experience, and relational interactions. Psychoeducation, mindfulness, and other brief intervention approaches will be addressed.

MFT8403 - Families with Severe and Chronic Illness (Doctoral)

This course addresses the challenges faced by individuals and families that accompany severe and chronic illness. It identifies severe and chronic health complaints and diseases, addresses the medical explanation for each, looks at the standard treatment, and discusses the psychological and relational barriers to effective management. Specific interventions are explored with focus on psychoeducation, as well as short-term, systems oriented therapy and treatment of the grief associated with the loss of health.

MFT8404 - Death, Dying, & Bereavement (Doctoral)

The course is set up for the student to begin to explore all aspects in the process of loss and death. Specifically, the course focuses on current and historical attitudes towards death, relevant theory and practice strategies, and the integration of conceptual knowledge with the human experience. Additionally, theoretical and clinical approaches to loss and grieving will be addressed.

MFT8501 - Dynamics of Military Families (Doctoral)

This doctoral-level course focuses on the characteristics of the military family that distinguish it as a separate cultural entity. Emphasis will be placed on factors that make military life particularly difficult. Individual, family, and societal factors that contribute to and/or mitigate those problems will be explored.

MFT8502 - Family Therapy in the Military (Doctoral)

This doctoral-level course focuses on the assessment, diagnosis, and treatment of common clinical issues facing military service members and their families. Special attention will be paid to the role of combat stress, post-traumatic stress disorder (PTSD), and other factors or issues associated with or even potentially resulting from combat.

MFT8601 - Gerontology and Systemic Intervention (Doctoral)

This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including: issues related to long-term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (poverty) on

the elderly. A significant focus of the course is the application of systemic treatment/theory to the elderly adult population and multigenerational families.

MFT8951 - MFT Doctoral Practicum I (Doctoral)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. The local clinical supervisor will provide regular supervision of the student and assist the student in managing cases. The Northcentral University faculty member will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Additionally, students will participate in group supervision with the Northcentral University faculty member. Students with an LMFT license (or equivalent) are not required to have a local clinical supervisor. All students must enroll in MFT 8961 MFT Doctoral Practicum I. This course lasts 12 weeks and students are required to be clinically active for the duration of the course. It is intended that students will accrue at least 25 client contact hours. To meet this requirement students should plan to complete a minimum of 5 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours) must be relational (couple or family).

MFT8961 - MFT Doctoral Internship I (Doctoral)

Upon completion of the majority of your courses, doctoral students are required to complete a full-time (30 hours/week), 9-month professional employment experience where they can hone their recently developed competencies emphasizing relationally-focused practice, research, teaching, or administration. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct supervision from a qualified MFT supervisor, this internship time should be focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of relationally-focused practice, research, teaching, or administration. Prior to beginning the internship, students must complete the internship preparation process and receive approval from the MFT Director of Clinical Training to begin the internship preparation process. At that time, the MFT Director of Clinical Training works with students to establish how many hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8962 - MFT Doctoral Internship II (Doctoral)

Upon completion of the majority of your courses, doctoral students are required to complete a full-time (30 hours/week), 9-month professional employment experience where they can hone their recently developed competencies emphasizing relationally-focused practice, research, teaching, or administration.. This nine month experience is organized into three one-credit courses, each being 12 weeks in duration. The first of these is MFT 8991. For students that have not completed and documented a total of 1,000 direct client contact hours (at least 500 relational) and 200 hours of direct supervision from a qualified MFT supervisor, this internship time should be focused on completion of these requirements. For those that have completed the required client contact and supervision hours, the doctoral internship may be a combination of relationally-focused practice, research, teaching, or administration. Prior to beginning the internship, students must complete the internship preparation process and receive approval from the MFT Director of Clinical Training to begin the internship preparation process. At that time, the MFT Director of Clinical Training works with students to establish how many hours they have successfully completed toward those that are required for graduation. As part of the internship course students must complete quarterly reports, signed by their internship supervisor(s), regarding the completion of client contact hours, relevant paperwork, and supervision and/or documented research or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during the internship course, students must prepare for and take the practice exam for the national licensing exam. Finally, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8965 - MFT Doctoral Internship and Portfolio (Doctoral)

This course is the capstone for the Doctoral Internship process. During this course, students will complete the requirements for their Internship agreed upon with the MFT Director of Clinical Training. If students have not previously completed their 1,000 clinical contact hours, as a part of the course, students will submit hours logs, signed by the site supervisor, documenting completion of the total of 1,000 hours of direct client contact, with at least one-half (500) of the hours relational, and 200 hours of supervision, with at least one-half (100) of the hours individual supervision. Additionally, students will submit relevant paperwork documenting completion of their research and/or teaching activities. Additionally, students must submit a supervisor's evaluation of the student's clinical work and/or professional development. Forms for the supervision contract, clinical hours reports, and quarterly evaluations are available in the Resources area for this course. In addition to completion of the required clinical, research, and/or teaching experience and supervision, during this capstone internship course, students must prepare and submit a portfolio that illustrates how their internship experience has facilitated professional development toward the accomplishment of professional goals established at the onset of the internship process.

MFT8970 - MFT Supervision (Doctoral)

This course introduces the fundamentals of systemic supervision with an emphasis on the

importance of contextual variables such as culture, SES, and ethnicity. There is also an exploration of the impact of gender on the supervisory relationship. The design of the course meets the criteria for the 30-hour supervision fundamentals course for the AAMFT Approved Supervisor track. The intention is for the course also to be useful for any professional who is actively engaged in clinical supervision. Learning methods include short writing exercises and 15 hours of participant involvement in videoconferences with colleagues and course faculty. During the videoconferences there will be critiques of vignettes, role playing exercises, and discussion of short papers. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

MBA Core Curriculum

MBA5102-8 Welcome to Changing Times - Business in the 21st Century

This course is designed to encourage students to understand and consider the impact of current trends such as globalization, sustainability, and technology on businesses. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MBA5110-8 Managing People and Teams

In this course, students will practice creating diverse and talented teams who are ready to face global business challenges. Students will research best practices on recruiting, developing, and retaining top talent. Also included is an introduction to legal and ethical issues in recruiting, hiring, and managing personnel such as sexual harassment, equal opportunity, and family issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as leaders and managers of people. Integration of technology such as human resource information systems, computer-based training, and management of virtual teams will also be studied.

MBA5120-8 Applied Decision-Making

This course is an introduction to the statistical and quantitative skills managers will need to analyze data and make effective business decisions in the global business environment. Students will practice problem-solving and critical thinking in their analysis of real-world business scenarios, selection of tools and techniques, and identification of solutions. Students will also learn how information technology, data warehousing, and data mining can provide effective decision support for complex business issues.

MBA5130-8 Managing Business Finances

In this course, students are introduced to procedures, process, and tools to effectively manage the business finances. Students will apply and practice these concepts in a wide range of simulated business and managerial situations. Topics include; Business and managerial economics, profit and loss, understanding financial reports, financial risk analysis, asset valuation, budgeting, managerial and financial accounting, financial ethics, and cost management. Students will practice using financial tools and case studies to aid in their analysis and financial decision-making.

MBA5140-8 Managing Operations and Projects

This course is an introduction to the principles of project and operations management. Students will examine and implement best practices from the project management body of knowledge. Topics include; planning, resources control, organizing, operations management, process improvement techniques, and various operations and project management tools.

MBA5150-8 Innovation and Marketing

In this project-based course, students will investigate and practice strategies for innovation and introduction of new ideas, products, and technologies to market. Students will practice assessing their customers' needs and tailoring strategies and tactics accordingly. This course provides an integrative approach to marketing and innovation based upon sound principles of business analysis, supply chain, operations, economics and financial management. Students will set marketing goals and produce plans to reach those goals and measure their progress. Ethical, social, and legal aspects such as marketing to minors and false or deceptive practices will be examined.

MBA6010-8 Strategic Planning

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process.

BTM5000 - Foundations for Graduate Study in Business (Graduate)

This course is designed to encourage students to understand and consider the impact of current trends such as globalization, sustainability, and technology on businesses. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

BTM7000 - Business Research Strategies (Doctoral)

By the end of the course, doctoral students will be able to identify the difference between library, or scholarship, and academic research. Students will also be able to find appropriate sources of business-related information through efficient and effective searching and researching. Students will demonstrate the ability to maximize use of licensed databases provided through the Library with skills that can be transferred to other databases. Students will distinguish between Web and database resources, evaluate online resources, maximize use of online tools, and utilize APA formatting in citations and research writing.

BTM7101 - Foundations for Doctoral Study in Business (Doctoral)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Business. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

BTM7103 – Research Design (Doctoral)

In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM7104 – Statistics I (Doctoral)

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM7106 – Quantitative Research Design (Doctoral)

Prerequisites: BTM7102, BTM7104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

BTM7108 – Qualitative Research Design (Doctoral)

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM7109 – Planning Dissertation Research in Business (Doctoral)

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BTM7300 – Scholarly Literature Review (Doctoral)

This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation.

BTM7303 – Research Methods

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data. You will also identify what criteria are needed for a quality research project and whether a research study is aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

BTM8103 – Research Design (Doctoral)

In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are

critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM8104 – Statistics I (Doctoral)

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM8106 – Quantitative Research Design (Doctoral)

Prerequisites: BTM8102, BTM8104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

BTM8107 – Statistics II (Doctoral)

This course is an advanced examination of statistical analyses commonly used for research in business. It prepares the doctoral student with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA and advanced ANOVA techniques.

BTM8108 – Qualitative Research Design (Doctoral)

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM8109 – Planning Dissertation Research in Business (Doctoral)

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BUS3000 - Introduction to Business (Undergraduate)

In order to function effectively in business, it is necessary to understand the nature of business and the environment in which business operates. The student will explore and examine the nature of business and its environment. Each business organization has a personality, a character, and a nature of its own. The student will explore the business environment that encompasses the total business operations for organizations, and includes the internal elements and external constituencies.

BUS3001 - Basic Business Law (Undergraduate)

This course will familiarize students with basic legal principles that affect the everyday procedures in business. The student will understand legal principles in everyday life by utilizing the practical knowledge learned. The student will be introduced to the laws of contracts as the foundation for the legal regulation of business.

BUS3003 - Computer Information Systems (Undergraduate)

This course provides an overview of the scope and capabilities of computer information systems in today's digital environment. Upon completion of this course students will have gained a thorough understanding of the various hardware, software, and data communication components, including terminology, applied function, and performance aspects of information technology. This course also explores current trends and future directions and advancements involving information technology.

BUS3004 - Economics (Undergraduate)

To understand business functions, it is important to understand the micro-economic organization (the business) operating within a larger macro-economic system (the economy). This course examines economic theory as it relates to pricing and supply and demand. Also, the course covers money and banking as well as production, income, and employment.

BUS4000 - Essentials of Marketing (Undergraduate)

Students in this course will explore the marketing function and marketing decision areas. Concepts covered include the 4Ps, relationship marketing, communication, value-delivery networks, global marketing, marketing ethics, and social responsibility. Students will build a foundation in the skills required by a business to market a product or service.

BUS4001 - Small Business Management (Undergraduate)

This course introduces small business management and the multitudes of management skills required for successful operation. Small businesses are unique because they contain most of the elements found in large corporations, yet they have additional characteristics and peculiarities, advantages and disadvantages. Over 80% of all businesses are classified as small businesses. Small business management requires a person who is a generalist and a specialist, an innovator and a stabilizer. The small business manager can be expected to have knowledge of all aspects – internal and external – of the business.

BUS4002 - Essentials of Human Resources Management (Undergraduate)

The single most important resource in any organization is the people: the human resource (HR). This course focuses on the understanding and management of human behavior to assist the student in understanding the principles, policies, and practices related to the procurement, development, maintenance, and, utilization of human resources. The student will examine environmental planning influences, legislation influencing human resource management (HRM), job specification methods, and recruiting policies.

BUS4003 - Money, Banking and Business Finance (Undergraduate)

This course begins with an examination of the financial system. Central to the financial system is the banking system, which accepts deposits from savers and in turn creates loans for borrowers. The borrowers fuel our economy as the financial capital supports real investment in support of business activity. Students in this course will examine the valuation of two important types of financial securities - bonds and stocks. These securities are long-term in nature with the issuing party selling the securities to raise financial capital. Students will study the different types of financial statement data and the related analysis that guides business managers.

BUS4004 - Supervisory Management (Undergraduate)

Supervision differs from management, which may be several levels of organization removed from the day-to-day task being done. Supervision is the one-on-one interaction between the supervisor who is directing the activity and the one who is responsible for doing the activity. Supervision is the art of getting things done by working with and through people at the level of specific tasks. In this course, students are provided knowledge on supervisory managerial skills, leadership qualities, communication, employee motivation, recruitment, and employee performance maximization. Students are provided opportunities to examine strategies and philosophies through readings and assignment preparation, and practical examinations of supervisory approaches based upon respected practitioners. .

BUS4005 - Career Management and Personal Marketing (Undergraduate)

This course covers career planning, self-assessment, career exploration, and career decision-making as well as résumé and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. The concepts of building a system that works, developing sound a strategy, creating effective collateral, and using targeted methods and tools to get the interview are introduced using a job manual to build accretive demand for the student's skills and abilities. The course extends across several critical methods for successful job searches including resume building, targeting, job sources, and cover letter.

BUS4006 - Advertising (Undergraduate)

Advertising is the creation of images, graphics, and imaginative copy that attracts, influences, and entreats customers to purchase products. The media selected along with the messages created focus upon specific consumer targets (demographic segmentation) that initiates purchase actions for various products and services. Advertising requires planning, media strategies, product brand creation, promotional scheduling, budget preparation, and creative copy and visual design. Media selection and use of benefits selling enable the marketing mix to execute top promotional advertising plans.

BUS4007 - Retail Management (Undergraduate)

Retailing is merchandising to the general public. Retail Management involves operations, merchandise development, product management, and superior supply chain delivery. The Retail Management course examines organizational hierarchy, managerial tools, processes, and methods

of product distribution from producer to consumer through the retail establishment. The course comprises a thorough review of the latest techniques in retail management including analytical tools for merchandising, site selection, and all phases of store operations and planning. Concepts cover buying behaviors, retail strategies, planning, legal ethical implications, and operation processes.

BUS4008 - Sales (Undergraduate)

Effective selling demands knowledge not only of the business product or service, but also the techniques of dealing with the customer's needs and wants and overcoming objections. Effective selling focuses on the customer's perceived product value and customer need satisfaction. Concepts covered in this course include ethical behavior, sales psychology, buying behavior, prospecting new customers, sales proposals and presentations, and sales analysis processes.

BUS4009 - Administrative Office Management (Undergraduate)

The function and roles of organizations, and how they conduct business, and the relationships among the various subsystems are examined in this course. Organization Management has so many parts which must run smoothly to be successful. Some of these parts are the leadership team, managers, and employees, outside stakeholders, organizational vision, and mission statements. Leaders of organizations are likened to captains who steer their organizations through the business environment. Their successes hinge on how well they lead and manage. These views are discussed in the course.

BUS4010 - Manufacturing Systems (Undergraduate)

A major portion of organized human effort is devoted to transforming material into useful products through systems of manufacturing. This course examines how manufacturing and the production of goods is accomplished.

BUS4019 - Ethics in Business (Undergraduate)

Ethics and social responsibility are terms frequently applied to business practices that deal with all enterprise stakeholders' moral behavior. This course explores the responsibilities of a business, and the individuals within the business and their ethical responsibilities. The course reviews ethical business issues as applied to global, governmental, environmental, and personal rights. Ethics in Business investigates how business ethics affect the employee, firm, consumer, and society.

BUS4020 - The Dimensions of Global Business (Undergraduate)

This course involves the study of international commerce, trade and worldwide cultural and economic influences. Students will delve into the many facets of the international business environment. The concepts pursued in the course will be the foundation for understanding business in the global marketplace. Course concepts will cover global strategy, comparative country selection, operations, finance, trade, marketing, supply chain management and new global challenges.

BUS4025 - Introduction to Basic Statistical Analysis (Undergraduate)

This undergraduate level course addresses statistical techniques that may be useful for analyzing quantitative data in business practice. Students will also become familiar with setting up and using technology tools to conduct statistical analysis. Topics include Descriptive Statistics, one and two sample Hypothesis Testing, Probability, Correlation and Regression, and Nonparametric Techniques.

BUS4099 - Professional Studies Application Project (Undergraduate)

In this project course, students will be required to present their own topics and proposals for developing the project. Studies can be in actual organizations such as at work, or through library research on organizations, management, or a topic of interest related to business. This professional development course will define the scope of research and inquiry, develop a formal proposal, create a sound research plan and outline, develop a meaningful methodology and bibliography, write a comprehensive manuscript, create an abstract, and professionally present a compendium of findings and supported research recommendations.

MIS5000 - Management Information Systems (Graduate)

This course provides a basic understanding of how information systems function and support business functions. The course content focuses on different aspects of the integration of information systems and business for competitive advantage. This course is designed for students who want an overview of information systems from a business perspective or who expect to be managerial end users of information systems. Different functions of information systems are further explored throughout the course.

MIS5002 - Database Management Systems (Graduate)

This course focuses on data as a valuable organizational resource that must be managed, distributed, and kept secure. Information is the lifeblood of the modern organization. Information that is managed in an effective manner is often the difference between success and failure. For this reason, more and more organizations have come to depend on database systems to pool and to protect this valuable commodity. This course introduces the student to the essential principles that guide the design, implementation, and management of effective database systems.

MIS5004 - Telecommunications Management (Graduate)

Telecommunications network specialists, consultants, managers, satellite tracking system designers, and technical support engineers who manage corporate network equipment, facilities, and land-lines will be able to understand the need to migrate from traditional communications networks to 21st century communication wireless, sensor, and broadband networks. This course will look at the managerial issues involved in building digital production and distribution technologies and network architectures to deliver reliable, consistent, low cost services.

MIS5005 - Local Area Networks (Graduate)

This course provides a professional understanding of the value and uses of network architecture to improve a business' overall performance. This course provides students with a synthesis regarding the ways in which firms should develop network architecture to improve communications, data management, storage, and application accessibility. The course concentrates on providing the tools needed for mastery of enterprise network architecture concepts and terms, which are important for all managers. This course is designed for students who want an overview of network management and architecture within a competitive business environment. The course demonstrates how to manage network architecture; communications systems; and information systems processes.

MIS5011 - Computer Security Management (Graduate)

This course provides a focus on information systems security applicable to the business environment. The intention is to emulate real-world considerations, so that practical and proven strategies are examined and considered. Topics include: computer security technology and principles; software security; management issues; cryptographic considerations; and operating system security.

MIS6010 - Management Information Systems Project (Graduate)

The student will conduct a research study of a topic, within the academic discipline of Management of Information Systems and document the results in a formal project report. The student will be able to demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, and recommend a plan, based on the status of the issue under study, and recommend a plan of action, applying principles with ethical considerations, and fiduciary responsibilities.

MIS7000 - Information Technology Management (Doctoral)

This course provides a basic understanding of the value and uses of information systems (IS) for business operations, management decision-making, and strategic advantage with a focus on eBusiness. The course concentrates on providing the tools needed for mastery of the information systems concepts and terms, which are important to end user managers. This course is designed for students who want an overview of information business applications that can be deployed and managed across a broad spectrum. This course, thus, provides a synthesis regarding the ways in which information technology (IT) managers may use various resources to improve business performances to achieve organizational goals.

MIS7002 - Database Administration and Management (Doctoral)

This course will encourage database administration and management personnel such as executives, strategic planners, network and information technology (IT) and system (IS) managers and scientists, data archivists, corporate librarians and information managers, systems integrators, and consultants to enhance their knowledge of the process of data collection, conversion, and migration. This course will present to students how data models align with the overall scope of business operations, which include hiring and forming strategic partnerships with knowledge workers.

MIS7003 - Information Technology Decision Support (Doctoral)

This course provides a professional understanding of the value and uses of information systems for business collaborations, management decision-making. This course is designed for students who desire to understand collaboration, decision support systems, and executive information systems from a business perspective. This course provides with a synthesis regarding the ways in which the students can utilize decision support systems to improve corporate competitiveness within the global marketplace. The course concentrates on providing the tools needed for mastery of decision support systems concepts and terms, which are important for all senior executives and stakeholders.

MIS7004 - IT Data Communications Management (Doctoral)

Prerequisites:

MIS5004 or equivalent or permission of the Dean of the School of Business and Technology

This course presents the technical, economic, social, and management issues involved in building network architectures to deliver reliable, consistent, low cost information transmission services.

Those who manage corporate network equipment and facilities will understand the theory behind, and application of, data communication principles.

MIS7005 - Enterprise Network Architecture (Doctoral)

The purpose of this course is to provide a professional understanding of the value and uses of information systems architectures and processes designed to improve the overall performances of an organization. As such, students will explore an overview of enterprise architecture, computer networks, systems applications, and information systems processes. Topics include: the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. Emphasis is on the tools needed for mastery of enterprise network architecture concepts and terms.

FIN5012 - Corporate Finance (Graduate)

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 versus equity with the objective to maximize the value of the firm.

FIN5013 - Investment Management (Graduate)

In this course, students will examine the theoretical and technical concepts associated with investing in marketable securities. Optional security investments are assessed with an analysis of the historical risk and return structure for these securities. The Efficient Market Hypothesis is studied which in turn leads to the examination of important valuation models - the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The course further includes an analysis for fixed income security investing with an important emphasis on interest rate risk for these securities. Moreover, the course includes the use of derivative securities such as futures, forward contracts, options and swaps. A framework for making intelligent investment decisions and achieving successful investment results is developed.

FIN5014 - Financial Institutions (Graduate)

This course takes a broad approach in studying financial institutions such as commercial banks, savings and loan associations, investment banks and insurance companies. The central theme involves examining the risks facing financial institutions and the methods and markets through which these risks are managed.

FIN5015 - Financial Statement Analysis (Graduate)

This course provides a broad coverage of topics related to financial statements and the financial analyses that emerge from these statements. We begin by reviewing some basic reporting requirements and the introduction of the fundamental accounting statements. We then cover an important topic on common size financial statements which allow for an analysis that controls for size differences across time and across firms. Financial ratio analysis is a further important concept that we explore in detail with attention given to the investors' perspective in using these ratios. The course finishes by studying some special industries, government and non-profit organizations.

FIN5016 - International Finance (Graduate)

This course contains corporate international finance concepts. The international environment is a collection of nations with their own currencies and laws but united by some of the fundamental benefits of specialization and trade as a source of wealth creation. Each country has some comparative advantages in trade and through foreign investment. The financial exchange markets

involve the trading of one currency for another. Students will evaluate the foreign exchange market. Students will also assess the capital budgeting process in a global environment and assess multinational operational issues.

FIN5018 - Accounting for Non-Profit Organizations (Graduate)

This course provides a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. Students will also examine accounting principles and practices for hospitals, colleges and universities, health and welfare agencies, and other similar organizations. A logical framework for understanding and solving the accounting-related problems of nonprofit organizations is emphasized.

FIN6010 - Financial Management Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Financial Management that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

FIN7012 - Advanced Corporate Finance (Doctoral)

This course examines advanced components of corporate finance, with an emphasis on theories that shape the decision-making process. Students will analyze important interest rate theories and a theoretical model of the relationship between risk and return, as well as the drivers to the valuation of corporate securities. The student will learn about the capital budgeting process and the theories of capital structure. Toward the end of the course, students will shift their focus to short term assets management topics, in order to better assess the importance of managing working capital.

FIN7013 - Investment Portfolio Analysis (Doctoral)

This course examines the advanced components of investments with an emphasis on financial markets 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.

FIN7014 - Managing Financial Institutions (Doctoral)

This course examines the most important advanced components of financial institutions with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student is required to develop some in-depth papers on the primary academic topics within financial institutions.

Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate risk and credit risk. Next the course studies derivative securities for financial institutions. The course finishes with a thorough examination of an academic paper and then the development of a presentation on financial institutions.

FIN7015 - Advanced Financial Statement Analysis (Doctoral)

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.

FIN7016 - Financial Management for International Business (Doctoral)

In This Doctoral level course students will examine advanced components of international finance. The topic areas of The course include the international monetary system, the balance of payments, the foreign exchange market, the risk exposures to foreign exchange, the use of derivatives to hedge exposures to foreign exchange, the global funding of equity and debt, the project assessment of a corporate investment into a foreign country and the working management issues for a multinational company. Overall, students in this course are offered a thorough examination of both practical and academic analyses related to multinational business finance.

FIN7018 - Accounting and Control for Nonprofit Organizations (Doctoral)

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.

FIN8010CAGS - Financial Management Capstone Project (Post-Graduate)

The student will develop a comprehensive research project that seeks to create a unique solution to a stated, real, or hypothetical defined topic approved by the course instructor. Within the area of financial management, this research project could be a capital investment where the objective is to replace existing machinery with more efficient equipment, or it could be expansionary in nature with the objective being to add a plant and equipment for growth. The topics could also touch on such

issues as alternative financing between debt and equity, alternative financing between short term debt, inventory management, accounts receivable management, compensation structures, corporate governance, and alternatives for creation of equity valuation.

(Interdisciplinary)

IOP8400 - Industrial/Organizational Psychology (Doctoral)

This course focuses on how psychological principles are applied in work settings. Current models, theories, and research in Industrial/Organizational (I/O) Psychology will be explored. The role of attitude and motivation, as well as group factors and leadership in forming a social context for work will also be addressed.

IOP8404 - Consulting in Business, Education, and Health (Doctoral)

Consulting in businesses, schools, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop the personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

HRM4000 – Workforce Planning, Recruitment and Staffing (Undergraduate)

Students in this course will examine the functions and processes related to the staffing of organizations. Students will analyze the concepts, principles, and applications of workforce planning, recruitment, and talent selection techniques. Course content will also include the Human Resource Management concepts of staffing in a globally connected environment with a diverse workforce.

HRM4001 Human Resource Development (Undergraduate)

Content in this course will include theory and applications related to employee and management development. Through theory and practical application, students will explore concepts related to instructional systems design to enhance human resource development in the workplace. Building upon learning, students will analyze human performance improvement to maximize workplace performance in a global environment with a culturally diverse workforce.

HRM4002 Compensation and Total Rewards (Undergraduate)

This course will cover the concepts and applications of pay, benefits and a total rewards pay program. The topics of the course will include an analysis of the theoretical concepts of pay and benefits and the methods to enhance employee motivation and job performance. Students will also explore job analysis, job evaluation, job design, and other pay components which enhance equitable pay structures. The course covers the role of employee benefits and the integration of benefits into a total rewards pay philosophy.

HRM4003 Strategic Issues in Human Resource Management (Undergraduate)

This course permits the student to analyze the role of a Human Resource Management leader in the development of a human resource management's mission, vision, and strategic objectives required to complement an organization's strategic goals. Students will also examine strategic issues in human resource management with an emphasis on emerging topics in the HR profession. Topics will include cultural diversity, employee risk management, global HRM policies and practices, and organizational change.

HRM4004 Employment and Labor Law (Undergraduate)

Students in this course will address the concepts and applications covering legal and labor issues affecting human resource management. The topics of the class will include an analysis of the laws and compliance issues in the workplace, along with current issues in unionism, collective bargaining and labor-management practices within organizations. Students will also examine effective employee relation practices that enhance employee engagement and organizational effectiveness.

HRM4005 Human Resources Management Capstone (Undergraduate)

The capstone for the undergraduate Human Resources Management program requires students to demonstrate the ability to synthesize, articulate, and apply the concepts and techniques covered throughout this program to a real world scenario. This will involve five different key areas of human

resources management, resulting in a completed Human Resources Management Plan. These five areas include: (1) Planning, Recruiting, and Staffing, (2) Human Resources Development, (3) Compensation and Total Rewards, (4) Strategic Issues in Human Resources, and 5) Employment and Labor Law.

HRM5000 - Human Resources Management (Graduate)

Throughout this course, students will work to develop an understanding of and will focus on the management of human behavior in organizations for optimal organizational effectiveness as well as individual outcomes. Students will also examine human resource management in a global context. Theories of managing the dynamics of individual, group, and system relationships to achieve organizational goals are explored in detail.

HRM5001 - Recruitment and Human Resources Information Systems (Graduate)

This course presents a comprehensive staffing model that identifies all the key components of staffing, external influences, and staffing system management. Major areas covered are the model itself, external influences (economic laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, the final match, and management of the staffing system. Emphasis is placed on staffing strategy and the importance of external selection in securing employees that will become productive members of the organization.

HRM5002 - Compensation Issues in Human Resources Management (Graduate)

This course explores four strategic choices in managing compensation: concerns for internal consistency, external competitiveness, employee contributions, and administration. Each of these strategic decisions is examined in terms of the major compensation issues requiring resolution. The examination is made in the context of related theories, research, and state-of-the-art practices that can guide compensation decision making.

HRM5003 - Labor Relations (Graduate)

This course examines the history and development of labor relations, the structure of union organizations, and the process of negotiations and contract administration. The course begins by establishing the present state of the labor movement and models the decision process that can be used to decide whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, impasse resolution, and contract administration. Students will conclude the course by examining global issues with regards to unionization and how international labor organization can affect a domestic company and its employees.

HRM5004 – Supervisory Concepts and Practices (Graduate)

Through a blend of theory, practice, and skill development, this course explores the supervisory concepts and practices that are used by management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into opportunity. This course shows how to apply the principles of supervisory management to recognize and take advantage of those opportunities.

HRM5008 - Legal Issues in Human Resources Management (Graduate)

This course considers the relationships between employers, employees and independent contractors; policies such as testing at-will; employment and termination; Civil Rights Act compliance; and other regulations such as OSHA and collective bargaining.

HRM6010 - Human Resources Management Research Project (Graduate)

The student will conduct a research study of a topic within the academic discipline of Human Resources Management and document the results in a formal project report. The student will demonstrate the ability to identify a current human resource management issue and provide a solution, recommendation, or meaningful interpretation to the issue, whether it is a policy, program, legislation, or work place problem. The project report will include a critique or justification of the research effort based on the status of the issue under study and recommend a plan of action.

HRM7000 - Human Resources Management (Doctoral)

This course will focus on the development of the human resource function in organizations. While understanding and management of human behavior within organizations is necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.

HRM7001 - Information Systems within HR (Doctoral)

This course focuses on the identification, development, implementation, and practical use of information systems technology within the human resource function in organizations. While understanding and management of human behavior in organizations is necessary for optimal organizational effectiveness and individual outcomes, proper use and functionality of Human Resource Information Systems (HRIS) are vital in today's organizations.

HRM7002 - Compensation and Benefits (Doctoral)

This course explores the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.

HRM7003 - Labor Relations (Doctoral)

In this course, students will explore all aspects of labor relations from a human resources perspective. This will include the history, structure, politics, processes, and relationships associated with bargaining units (unions). Students will examine how unions can change attitudes and behaviors of management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.

HRM7004 - Supervising in the 21st Century (Doctoral)

*Prerequisites:

Fundamental requirement in General Management

This course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.

HRM7006 - Change and Innovation within HRM (Doctoral)

In this course, students will demonstrate the use of performance benchmarking criteria in the human resource department and for an organization overall. This includes such aspects as establishing metrics, gathering data, analyzing data, and driving change based on this information. Twenty-first century managers must be astutely aware of the focus and direction that the organization and the data are leading them.

HRM7007 - Cultural Issues (Doctoral)

This course demonstrates the uniqueness of culture and its impact on all aspects of organizational operations. This includes such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. Twenty-first century managers must be astutely aware of how cultural issues impact work and ability to gain competitive advantage.

HRM7008 - Legal Issues in Human Resources Management (Doctoral)

This course considers the relationships that are established between employers, employees, and independent contractors based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.

PUB5000 - Introduction to Public Administration (Graduate)

In this course, bureaucracy is examined at the federal, state, and local levels with particular focus on how government functions. Major emphasis will be on public policies and their implications for the society; such as, the effect of citizens' power on decisions related to public accountability, and making choices for the benefit of the society.

PUB5002 - Public/Government Relations (Graduate)

This course is designed to deal with the issues of lobbying at the national and local levels. Student will examine the ways that government officials influence public opinion and the informative role that government plays on major social issues, using publicity, advertising, press agency, public affairs, issues management, investor relations, and development. Finally, the course offers the student to chance to develop a comprehensive public relations campaign.

PUB5005 - Public Budgeting and Finance (Graduate)

The major focus of this course is to acquaint the student with the administration and management of public funds for organizations in the public sector. Organizational units could be at local, state or federal levels, as well as in the private sector in the form of nonprofit organizations such as the United Way Agencies and a myriad of other organizations.

PUB5007 - Quality Management in Public Administration (Graduate)

Quality management provides governmental structures with foundational measures and approaches for better public service delivery. In this course, students are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. Students are provided a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, students will define a vision of quality improvement and insures those efforts are appropriate and stay on track.

PUB5009 - Public Program Evaluation (Graduate)

Program evaluation is an essential tool for measuring the outcomes of the implementation of the mission, goals, and objectives of a program or policy. The purpose of this course is to expose students to the processes, techniques, and practices associated with program and public policy evaluation. The course is designed to create greater understanding of the policy analysis process, the challenges of program evaluation in the public sector, specific policy analysis procedures, and to provide guidance regarding the methods and approaches for addressing possible program deficiencies.

PUB5015 - Grant Writing (Graduate)

Grant writing is seen as one of the major components when developing and maintaining an effective skill set for public administrators. Public funds are a major source of funding for research and investigative programs within both the public and private sectors. This course is designed to introduce students to the area of public funding and grant writing and to emphasize its importance

in helping to acquire and deliver public services. Course participants will gain awareness and understanding of what public sources of funds are available and how to prepare grants and program applications at all levels of government.

PUB6010 - Public Administration Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Public Administration that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

PUB7000 - Public Administration (Doctoral)

This course provides the student an opportunity to examine major ideas, developments, and figures in the field of American public administration. The course utilizes a historical approach to understanding the contextual influences of thinkers and movements related to public administration. Doctoral students will compare and contrast historical and current trends, and analyze the development of modern public administration and conditions affecting social, political, and applied management theories.

PUB7002 - Administrative Law (Doctoral)

This course delves into the key components of administrative law with the principal focus on state and federal laws. Course objectives include the synthesis and evaluation of administrative due process, adjudication, judicial review actions, and the Freedom of Information Act. The nature of the powers vested in administrative agencies, the problems of administrative procedure, and the methods and extent of judicial control over administrative action are also examined.

PUB7003 - Urban Politics (Doctoral)

Students will examine key issues in urban politics. Students will explore academic and practical resources regarding governance, urban expansion, race, ethnicity, and culture. Students will evaluate the principal questions asked by scholars in this subfield, the methodological approaches employed, and the avenues available for future research.

PUB7004 - Urban and Regional Planning (Doctoral)

Prerequisites:

Fundamental requirement in General Management

This is a course in urban planning with an integrated overview of the theory, processes, and

practices of modern strategic planning in the public and nonprofit sectors. Students will explore Contemporary strategies, techniques, and tactics with a focus on the application of theory and public orientation of policy formulation process at the local level of government. This course is designed to provide a conceptual framework and conceptual skills that will help students understand the role of public officials and the impact of public opinion within the broader scope of institutional planning and decision-making.

PUB7005 - Public Budgeting and Finance (Doctoral)

*Prerequisites:

Fundamental requirement in General Management

Budgets and financial resources are integral components of most management decisions, especially within governmental entities. This doctoral level course will examine budget formulation, implementation and execution systems, including local government financial statements; use of modern financial management technology, analysis and recommendation of improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.

PUB7012 - Technology in Public Administration (Doctoral)

This course explores the impact of information technology on public administration. The role of technology and the Internet in improving government operations and service delivery are the focus of the course. Students will analyze and examine key benefits, including access to government information and transactions, citizen participation, homeland and national security missions, inter and intra-agency communications, and intergovernmental communications. Students will also examine technology compliance issues regarding federal and international laws.

PUB7014 - The U.S. Federal Government (Doctoral)

In this course, students will explore the organization, function, operation, and politics of the United States Federal government. Students will examine the foundations and historical events of federalism by assessing each of the three major branches of the federal system. Students will examine the issues of liberty and civil rights as they relate to the political process. Finally, students will evaluate the role of campaigns, media, and interest groups which impact the government.

PUB8010CAGS - Public Administration Capstone Project (Post Graduate)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

HS4000 - Homeland Security and Emergency Preparedness (Undergraduate)

In the wake of the 9/11 attacks and significant natural disasters, the United States adopted a new unified approach, at every level of government, labeled Homeland Security. This approach was designed to reduce the country's vulnerabilities, and prevent terrorist attacks. Its purpose is to quickly respond to natural disasters or attacks and speed up the recovery through dedicated processes, procedures and identified assets, thus minimizing the damage. HS4000 will introduce the student to the growing field of academic study - Homeland Security - including the background, structure, documents and challenges involved. This is the foundational course for the undergraduate Homeland Security concentration.

HS4001 - Terrorism and Homeland Security (Undergraduate)

This course examines terrorism from the French Revolution through the present day. The student will encounter an extremely complex, dynamic, and emotionally charged field of study. The exploration of major theories, history and development, motivations, strategies, and tradecraft of domestic and international terrorism and Homeland Security challenges for today and tomorrow are critical elements of the research. This course provides an introduction to foundational concepts in the Homeland Security field.

HS4002 - Maritime Security (Undergraduate)

The challenge of securing the world's Maritime Transportation System (MTS) from the threat of maritime terrorism is a challenge that is significantly more complex than the issues of increased security in the aviation industry. DiRenzo and Doane re-enforced this complexity when they examined the United States MTS noting that, "The U.S. maritime domain encompasses all U.S. ports, inland waterways, harbors, navigable waters, Great Lakes, territorial seas, contiguous waters, customs waters, coastal seas, littoral (shoreline) areas, the U.S. Exclusive Economic Zone (covering nearly 3.4 million square miles), and oceanic regions of U.S. national interest, as well as the sea-lanes to the United States. Within this domain there are over 360 ports, 238 locks at 192 locations, over 3,700 marine terminals, and recreational marinas beyond count. Through 1,400 designated intermodal connections, the MTS connects with over 174,000 miles of rail connecting all 48 contiguous states, as well as Canada and Mexico, over 45,000 miles of interstate highway (supported by over 115,000 miles of other roadways), and over 460,000 miles of pipeline." Maritime terrorism can take many forms, from suicide boat bombers, to the use of a maritime shipping container as a weapons delivery system for a Weapon of Mass Destruction (WMD). As vital as part of the world economy is, there has still not been enough attention paid to nor study done of the world-wide MTS. HS4002 will provide the student a broad exposure to critical issues involved in maritime terrorism around the world, from tactics and goals to international cooperative efforts to thwart this threat. The course will also explore the consequences of a successful attack.

HS4003 - Ground Transportation Security (Undergraduate)

Since the terrorist attacks of September 11, 2001, securing the nation's transportation network has been a major concern for government agencies and industry. Truck and rail networks are susceptible to damage from terrorists as well as natural events. Transporting hazardous materials poses a special threat to the population when some form of interruption to the transportation network occurs. This course will require students to analyze threats to ground transportation

systems and develop courses of action in order to safeguard the cargo being transported as well as the civilian population residing in the vicinity of the transportation network.

HS4004 - Air Transportation Security (Undergraduate)

Since the terrorist attacks of September 11, 2001, providing security for the air transportation network has dominated much of the Homeland Security programs of private and public organizations. The Department of Homeland Security and the Transportation Security Administration came into existence in order to enhance the security of air transportation. Students in this course will analyze the background of the security failures that resulted in the terrorists' success, the measures implemented to reduce the likelihood of another such attack, and the measures designed to mitigate the impact of such an attack should it occur.

HS4005 - Incident Management (Undergraduate)

This course examines the U.S. domestic incident management policies, procedures and preparedness. U.S. national response plans for domestic incidents and the supporting National Incident Management System and National Response Framework (NRF) will be discussed and analyzed. The course provides the knowledge necessary to effectively plan for and participate in domestic incident responses for both natural and manmade disasters.

HS4006 - Homeland Security Strategy (Undergraduate)

Several specific threats and hazards (natural, technological, and terrorism) are a risk to the U.S. homeland. Students will review the concepts of strategy, grand strategy, and national power, and examines selected national homeland security policies and strategies. The course assists the student in the development of the knowledge, skills and abilities necessary to effectively participate in the formulation and implementation of national homeland security policy.

HS4007 - Intelligence Support to Homeland Security (Undergraduate)

Congressional scrutiny in the wake of 9/11 underscored a lack of intelligence and law enforcement collaboration. This course explores the linkages between intelligence and Homeland Security. It also analyzes intelligence history, an examination of existing government intelligence and law enforcement agencies, the products created by these agencies, and how intelligence plays a role in Homeland Security operations involving warning, risk assessments, and vulnerabilities. Finally, the course estimates the future challenges involved in intelligence support to Homeland Security.

HS4008 - Protecting Critical Infrastructure (Undergraduate)

In this course, students will develop an understanding of what constitutes critical infrastructure and various methods for protecting this infrastructure. The information addressed in this course is necessary to participate effectively in homeland security planning and operations. Protecting critical infrastructure is necessary to maintain the safety of the public.

HS4011 - Risk Management: Analysis and Planning (Undergraduate)

The study of risk management has evolved since the attacks of 9-11. Risk management is a

systematic, analytical process designed to analyze, reduce, and mitigate the consequences on an attack. This course will introduce the student to key components of risk management, to include planning and strategies to protect critical infrastructures. Risk models such as HOPS and CARVER will be analyzed. The course will examine risk management from two different perspectives, specifically to the maritime transportation system and sporting venues.

HS4012 - Homeland Security Considerations for Local Government (Undergraduate)

This course includes descriptions of the roles and responsibilities of federal, state, and local governments for homeland security. Coordination between the various layers of government as well as consideration of the role of the private sector will be among the issues examined and discussed. This course provides the knowledge necessary to effectively participate in homeland security planning and implementation in a local government setting.

HS5101-8 Welcome to Introduction to Homeland Security

This course introduces historical aspects of homeland security and changes in government responses after the terrorist attacks on September 11, 2001. Students will gain an understanding of homeland security topics relevant to today's international and domestic environments. Responses from local, state, and federal entities responsible for Homeland Security as well as non-profits and corporations involved in coordinating their efforts with each other are elements of the course.

HS6000 - Terrorism and Countermeasures (Graduate)

This course analyzes the conceptual and theoretical framework of modern and historical terrorism in order to understand the roots of the problems that form the background and reasons for terrorist actions. An exploration of various mechanisms of response to use of weapons of mass destruction as well the need for cooperation among law enforcement and intelligence organizations are critical elements included in this course.

HS6001 - Homeland Security Transportation (Graduate)

This course serves as an introduction to transportation systems and provides students an opportunity to analyze the actions necessary to create adequate security inside the network of intermodal operations. The course includes the exploration of the actual threat to the industry with a concentration on appropriate counter terrorism measures within each component from domestic and global perspectives. The course also includes a review of emerging technology in the field of transportation security

HS6002 - International Crime and Terrorism (Graduate)

In this course, students will address the linkage of terrorism and criminal activity and how law enforcement can respond to them. The central thrust of this course is to examine how and why global crime and terrorism have merged and the implications for political, law enforcement, and military institutions. Included in this exploration are the global drug trade, human trafficking, and the associated criminal activities such as money laundering and arms deals.

HS6003 - Homeland Security Risk Management (Graduate)

This course provides students with a comprehensive introduction to the major issues essential for understanding Homeland Security and its foundation in all-hazard emergency management. Activities provide the student the opportunity to examine the use of risk analysis in Homeland Security operations. Students will analyze risk analysis in situations from mitigation to recovery.

HS6010 - Homeland Security Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Homeland Security that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

HS6020 - Maritime Terrorism (Graduate)

This course provides students an opportunity to explore the primary national and international strategies that shape the response to maritime terrorism. The various types of threats, ships and containers, weapons available to terrorists provide a complex environment for students to assess through the study of the maritime industry and government actions to safeguard that industry.

HS7000 - Homeland Security and Terrorism (Doctoral)

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.

HS7004 - Local Emergency Management and Civil Preparedness (Doctoral)

In this course, students will analyze the operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the Incident Command System functions and use it to plan the use of emergency response organizations. Students will explain and assess local community capabilities to maintain the safety of their populations and the processes through which local emergency response agencies can request assistance.

HS7010 - Aviation and Ground Transportation Security (Doctoral)

In this course, students will closely examine the aviation, ground, and maritime transportation networks with regard to the security demands now placed on them. The course assignments include the exploration of the actual threat to each industry with regard to the appropriate

counterterrorism measures within each component from a domestic and global perspective. Regulatory agencies, both domestic and international will be reviewed in conjunction with international treaties.

HS7013 - Intelligence and Law Enforcement (Doctoral)

In this course, students will take a critical look at the integration of intelligence operations and law enforcement in the realm of homeland security. Topics will also include the composition of the U.S. intelligence community, roles of various U.S. intelligence agencies, and issues facing the U.S. intelligence community. The course provides the knowledge necessary to effectively utilize strategic intelligence in the law enforcement and public safety realm.

HS7014: Strategy, Resiliency, and Coping with Fear (Doctoral)

In this course students will have an opportunity to gain a conceptual understanding of the meanings of strategy, national interests, elements of power, and asymmetric threats. Students also will explore the meaning of the concept of resiliency as well as how terrorists use fear to their advantage. An understanding of these concepts will aid any homeland security professional in performing their duties and protecting the populace.

HS7020 - Security of the Maritime Transportation System (Doctoral)

The asymmetric threat posed by maritime terrorism has become an increasing concern to security experts throughout the world. This Doctoral level course explores the world of maritime terrorism. The course provides students an opportunity to analyze a variety of risk issues, key challenges, and both national and international strategies including the International Maritime Organization's International Ship and Port Security (ISPS) Code.

HS8010CAGS - Homeland Security Leadership and Policy (Post Graduate)

The student will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

PM4000 Introduction to Project Management (Undergraduate)

This course provides an introduction to the discipline of project management. The undergraduate student will explore techniques that managers apply to complete projects on schedule, within budgeted cost, and according to a specified scope. The student will be applying theory and knowledge based on the PMBOK® Guide to Project Management Body of Knowledge. Students will examine the operational framework of project management relating to the specified project and its life-cycle phases. The Signature Assignment for this course will be the development of a Project Management Office (PMO) plan.

PM4001 Leadership in Project Management (Undergraduate)

This course will focus on the skills necessary in order to be successful within a project environment. Students will examine the proper methods in which to lead others, stimulate purposeful innovation, foster the appropriate organizational culture by managing change, and explore techniques for effective leadership. The student will create an effective leadership strategy as the signature assignment. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student to varying degrees in the initiation, planning, executing, controlling, and closing steps. Degree of engagement will depend on the depth of engagement of leadership in the student-selected project.

PM4002 Human Capital Management (Undergraduate)

The student will identify and provide examples of the foundations of human resource and project management in this course. Students will explore and put into practice the areas related to human resources for project managers: organizational planning, staff acquisition, and team development. The areas identified will be the cornerstone of the student's acquisition of knowledge, specifically in the areas of management and behavioral theories that impact change, communication, motivation, stress, conflict, negotiation, leadership and politics in a project environment. The signature assignment for this course will be the development of a project's human capital strategy and plan. The degree of student engagement will depend on the depth of exposure of leadership in the student-selected project.

PM4003 Quality and Performance of a Project (Undergraduate)

Students will explore and quantify quality assurance concepts and principles within the total project quality management framework applied in manufacturing or service organizations. This course will allow students to investigate benchmarking, the contractual aspects of quality, quality tools and techniques that utilize statistical process control, process improvement, yield management, quality issues of incoming material control and quality audits. The signature assignment will be the development of a Quality Management Implementation Plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student in the planning, executing, and controlling steps. The engagement will be most significant in the executing and controlling process steps for the student selected project.

PM4004 Cost and Scheduling of a Project (Undergraduate)

Students will analyze approaches, methods, and systems to ensure management success under demanding cost, schedule, and performance requirements in this course. The resolving of conflict with risk management initiatives along with the application of GANTT scheduling methods will also be explored. The Project Scheduling and Cost Management Plan will be the student's signature assignment. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student planning, executing, controlling, and closing steps. The engagement will be mostly significant in the executing, controlling, and closing steps of the student selected project.

PM4005 Procurement and Contract Management (Undergraduate)

Students will have a special emphasis placed on how procurement and proposals integrate into the project management process and how the project manager will successfully maintain control of the process. This course will assess the effective management of contracts and procurements for projects from the initial planning for contract work through contract close out. The signature assignment will be the creation of a Contract and Procurement Management Plan. This project management course will involve the student in the five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage the student in the planning, executing, and controlling steps. The degree of engagement will be the most significant in the planning and controlling process steps for the student-selected project.

PM4006 Risk Management (Undergraduate)

In this course, students will explore the techniques of risk management planning, risk identification, risk assessment (qualitative and quantitative), risk response, and risk monitoring and control. This course examines and quantifies risk management within a project context. The development of a risk management strategy and plan will be the culmination of the course. This course will also involve the student in the five major project process steps with a focus on the planning and controlling steps for the student selected project.

PM4007 Project Plan Capstone (Undergraduate)

Prerequisites:

All Project Management specialization courses.

The capstone for the undergraduate project management program will require you to demonstrate the ability to synthesize, articulate, and apply the concepts, tools, and techniques covered throughout this program to a real world project scenario. You will illustrate the ability to work in a team environment, use project management software, and collaborate with project stakeholders. Writing and presentation skills will also be assessed. The completed Project Plan will be the culmination of the completed project management courses; therefore a high degree of engagement focus will be present in formulating the plan for your selected project. This project management course will involve you in all five major project process steps: initiation, planning, executing, controlling, and closing. This course will specifically engage you in building a project plan that will demonstrate your knowledge of these steps.

PM6000 - Project Procurement Management (Graduate)

Project Procurement Management includes the processes necessary to acquire the materials necessary for the project team to perform their mission. This course includes contract management and the change control processes required to administer contracts or purchase orders issued by project team members.

PM6004 - Project Risk Management (Graduate)

Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation and monitoring and control.

PM6008 - Project Monitoring and Control (Graduate)

In this course the student will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.

PM6010 - Project Risk Management Research Project (Graduate)

This course provides students with an opportunity to do a real-world field study in Project Risk Management. The student will select a project that interests them and will apply this selection to the research project as the basis for their research and analysis. The course will be a culmination of all prior project management courses and will be the capstone of the project management specialization

PM6012 - Management of Multiple Projects (Graduate)

This course presents proven methods from a cross-section of industries for the management of a portfolio of projects. It will demonstrate multi-project management tools, techniques and methods. You will learn how successful businesses manage projects, how they set up multiple project management processes, what technologies are effective and how they allocate resources across various projects.

PM6016 - Earned Value Project Management (Graduate)

Earned Value is the accurate measurement of the authorized work physically accomplished plus management's budget for the completed work. This course presents the Earned Value technique which has been around for decades. It is discussed in this course as an effective technique to manage projects.

PM6020 - Management, Leadership and Team Building in the Project and Program Environment (Graduate)

This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to managing tough human resource issues.

PM7000 - Project Procurement Management (Doctoral)

Doctoral students will examine strategies and materials necessary for the project team to perform their mission. This final assessment will incorporate contract management and the change control processes required to administer contracts or purchase orders.

PM7004 - Project Risk Management (Doctoral)

This course examines project risk management planning strategies. students will identify, analyze, and suggest responses to processes regarding monitoring and control. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM7008 - Project Monitoring and Control (Doctoral)

In this course 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.

PM7012 - Multiple Project Management (Doctoral)

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.

PM7016 - Managerial Budgets and Project Management (Doctoral)

Budgets provide an accurate measurement of the authorized work physically accomplished plus a status of the management's budget for the completed work. This course presents the budgeting for a project and one tool that can be applied to measure project progress: the Earned Value Management technique. Earned value will be examined in this course as an effective technique to manage project budgets and express project progress.

PM7020 - Developing High Performing Teams in a Project Management Environment (Doctoral)

This course focuses on developing high performing teams to mitigate people problems in the project management environment. Students will be assessed on their ability to research,

conceptualize, and mitigate human capital problems and issues.

PM8010CAGS - Project Management Capstone Project (Post Graduate)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate in a final research project.

CIS5000 - Introduction to Computer Security (Graduate)

The course provides insights and realistic examples to any practitioners or students enabling them to understand the crucial links between security theory and the day to day security challenges of IT environments. The text explains the fundamentals of security: the different types of widely used policies, the mechanisms that implement these policies, the principles underlying both policies and mechanism, and how attackers can subvert these tools- as well as how to defend against attackers. A practicum demonstrates how to apply these ideas and mechanism to a realistic company.

CIS5002 - Corporate Computer and Network Security (Graduate)

This course presents a framework about security threats and security management in corporations. It covers the techniques and mechanisms designed to thwart security threats as well as known methods for exploiting vulnerabilities. Concentration will be placed on the management of the security functions, elements of cryptography and cryptographic systems, access control and site security, incident and disaster response, TCP/IP and how hackers use it to attack organizations, attack methods, attack prevention systems (firewalls and host security), and application security.

CIS5003 - Cyber Forensics: Collecting, Examining, and Preserving Evidence of Computer and Information Crimes (Graduate)

The purpose of this course is to provide a comprehensive, highly usable, and clearly organized approach to the issues, tools, and control techniques needed to successfully investigate illegal activities perpetuated through the use of information technology. It introduces the student to the broad field of cyber forensics and presents the various tools and techniques designed to maintain control over an organization. The students will acquire the ability to identify, gather, document, and preserve evidence of electronic tampering and misuse. The student will create appropriate audit procedures and help the professional protect corporate assets.

CIS5004 - Introduction to systems Certification and Accreditation (Graduate)

This course provides guidance on principles that must exist in order to establish and maintain a certification and accreditation program. Students will explore the required processes for accreditation and certification programs including project planning, system inventory, system security plans, risk assessment, security procedures, certification testing, documentation of accreditation decisions, and coordination of security for interconnected systems. The course will also provide the student with a more thorough understanding of what a complete certification and accreditation program can do to benefit an organization. A framework for a systems certification and accreditation program will be developed.

CIS5005 - Cyber terrorism, Information Warfare, and Critical Infrastructure Protection (Graduate)

In this course, students will examine the basics of Information warfare. the U.S. economy's infrastructure increasingly relies on its service and high technology sectors. This critical infrastructure is vulnerable to a host of threats. Cyber terrorism is an emerging mode of information warfare exploiting civilian and military systems' vulnerabilities thereby affecting national and global security. This course examines the dangers of, and U.S. response to, cyber terrorism.

CIS5008 - Risk Management in Information Assurance and Security (Graduate)

The challenges associated with assessing and implementing computer security is an ongoing issue. In this course, an overview of the subject of information technology system security will be presented to discover how to effectively assess and implement security in information technology by abiding by a structured and information-centric process. The student will examine the nature of risk and its application to information system security, threats, and vulnerabilities and assessing risk variables. Information states, the security life cycle, and safeguard analysis will also be covered. In addition, the CIA (confidentiality, integrity and availability) model, as a central mechanism to protect information, will be explored in real world settings.

CIS5009 - Legal and Ethical Issues in Information Security (Graduate)

The course provides an overview of ethics and how ethics affect IT professionals and IT users. Students study how IT professionals and IT users are faced with ethical decisions regarding IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property and employer and employees issues including the key ethical issues associated with the use of contingent works.

CIS5010 - Contingency Planning and Disaster Recovery for the Security Professional (Graduate)

The course provides a thorough strategy to guide students with the background knowledge and skills they need to develop effective disaster prevention and recovery plans and processes in a professional setting. Students will be able to demonstrate the basic principles of disaster recovery, data recovery, contingency planning, and maintenance planning.

CIS6010 - Computer Information and Security Research Project (Graduate)

This course requires the student to complete a set of progressive exercises regarding Computer Information Security that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in Computer Information Security.

CIS7002 - Organizations Corporate Computer and Network Security (Doctoral)

In this course, students are introduced to critical security concepts that organizational executives need to understand. Students will examine vulnerabilities such as sabotage, financial fraud, electronic attacks, blended attacks, and other malicious activity that must be understood for policy to be developed to minimize these attacks. In addition, students in this course will review countermeasures, such as access controls and biometrics, and finally develop a security plan to protect the organization.

CIS7003 - Cyber Forensics (Doctoral)

In this course, students will be introduced to the field of advanced cyber forensics. Students will

review various tools, techniques, and steps needed for a successful forensic investigation. In addition, students will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.

CIS7004 - Foundations of Systems Certification and Accreditation (Doctoral)

This course examines the guidelines for understanding, building and evaluating a successful organizational certification and accreditation program. This course examines several aspects of the certification and accreditation processes which include the necessary phases, system security plans, risk assessment, security procedures, certification testing, and documentation of accreditation decisions. The coordination of security for interconnected systems will also be examined to assist in applying best practices in the system certification and accreditation processes.

CIS7005 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism (Doctoral)

In this course, students will examine critical infrastructure protection, Information warfare, cyber terrorism, and evolving U.S. policy response to attacks. The primary focus is Cyber terrorism which is an emerging mode of information warfare that exploits civilian and military systems' inherent vulnerabilities. Cyber terrorism's broad reach affects national and global security. This course will focus on the human and technological aspects of cyber terrorism.

CIS7006 - Foundations of Computer Network Auditing (Doctoral)

This course will enable students to analyze the foundations of Information Technology (IT) auditing and control. Students will evaluate the role of IT governance and how it may apply to new and existing systems. This course will help Students to understand application system life cycle risks, analyze auditing of global IT operations, and assess the legal environment and how organizations conduct due care and follow best practices when auditing IT systems.

CIS7007 - Information Security and Outsourcing Computer Systems (Doctoral)

In this course, students evaluate the risks related to information technology(IT) outsourcing, exploring how to recognize, examine, minimize, and manage these risks. The costs and benefits in the areas of IT today, namely outsourcing and security will be examined. students will be able to successfully analyze the tangible and intangible costs and benefits associated with outsourcing and off shoring IT and Information Security functions, which will in turn assist in making business and technical decisions.

CIS7008 - Advanced Risk Management in Information Assurance and Security (Doctoral)

Students in this course will review information assurance and security concepts that impact the information technology (IT) industry as whole. The challenges associated with assessing and implementing computer security are a global issue. In this course, an overview of the subject of information technology system security will be presented including the nature of risk and its application to information system security, threats, and vulnerabilities. The student will be required

to strive for the highest levels of knowledge in the field of risk management and information assurance.

CIS7009 - Information Assurance from Legal and Ethical Issues (Doctoral)

This course will review information assurance concepts from both legal and ethical viewpoints and how they impact Information Technology (IT) professionals. Students will carefully examine how IT professionals utilize ethical decision making techniques with regards to IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property, employer and employee relations, and other key ethical issues.

CIS7010 - Disaster Recovery and Contingency Planning for the Security Professional (Doctoral)

The attacks that occurred on September 11, 2001 (9/11) brought organizational disaster recovery strategy into the spotlight. This course provides students with the background knowledge and skills they need to develop effective disaster prevention and recovery capabilities in various organizations. Students will be able to demonstrate an understanding of the principles of disaster recovery planning for physical security consideration, host applications, and network security measures.

CJ4000 - Introduction to Criminal Justice (Undergraduate)

Laws regulate the actions of all people residing in the nation as well as the actions of governmental bodies and organizations. The legislature writes the laws. The executive branch enforces laws. The judiciary branch adjudicates guilt or innocence. The criminal justice system then provides the structure for carrying out this process. This course provides students the opportunity to examine the American criminal justice structure and the functions and processes that impact communities and society.

CJ4001 - Introduction to Law Enforcement (Undergraduate)

Students in this course will examine the history of law enforcement and distinguish between historical and contemporary issues of criminal justice. Students will also explore the management issues involved in policing as well as challenges to the profession.

CJ4002 - Criminology (Undergraduate)

This course will examine the nature and extent of crime, as well as the causes and prevention of criminality. Particular attention will be given to theories and typologies.

CJ4006 - Corrections (Undergraduate)

In this course students will examine the nature and extent of criminal behavior and correctional systems, corrections and penology, and criminal rehabilitation institutions. This course will not only examine prison systems, but jail operations and management as well. Other topics include community corrections, work release and home detention, pre-trial and bail services, probation, parole, and pardons and reprieves. Particular attention will be given to theories and typologies.

CJ4010 - Law Enforcement and the Community (Undergraduate)

This course examines the development and support of Community Oriented Policing and Problem Solving (COPPS) strategies, and how this policing style responds to the needs and demands of citizens. Particular focus will be on ways to adopt COPPS into police practice, management styles, and changing agency culture. Specific issues such as dealing with the mentally ill, the homeless, domestic violence, and neighborhood disorder will be explored.

CJ4011 - Research Methods for Criminal Justice (Undergraduate)

Students in this course will examine the sources and resources of classic and contemporary research in the criminal justice field. The ability to develop, conduct and analyze scientific research within the criminal justice specialization is critical to developing new techniques or validating old practices.

CJ4013 - Introduction to Criminal Law (Undergraduate)

This introductory course analyzes the fundamental principles and doctrines that underline criminal law in general rather than rules for a specific state. The student will become acquainted with constitutional and case law precedents and elements of criminal liability for various crimes including

acts against persons and property. Criminal law's application to vice crimes and terrorism are also addressed..

CJ4014 - Criminal Court Process (Undergraduate)

This course offers a comprehensive analysis of the operation of the courts through an exploration of theory and actual operation. The focus is on the rules of operation and the informal methods of accomplishing institutional goals, the formal and informal working relationships between various parties in the system, and the political context in which criminal justice is dispensed. The rules and rationale behind criminal law is a major topic throughout the course.

CJ4015 - Law Enforcement and Management (Undergraduate)

This course will examine law enforcement management and supervisors and their interrelationships with members of their organizations and the community at large. Particular attention will be paid to the best known methods and practices of police leadership and management.

CJ4017 - Introduction to Corporate/Private Security (Undergraduate)

This introductory course is designed to expose students to emerging issues in the field of private security. This is a growing industry as private security firms work hand in hand with public law enforcement strengthening the overall security posture of firms, schools, private homes, and other critical infrastructures.. Beginning with a discussion addressing the differences between public and private police, students will analyze in detail future security needs of business and private establishments. Potential threats which emanate from tapped phones, bugged offices, stolen papers, covert recording, undercover employees, and other conduct threatening business establishments will be analyzed.

CJ5002 - Juvenile Offender (Graduate)

This course stresses the nature and control of juvenile delinquent behavior. Factors of causation and prevention are explored including analysis of police and court response to the management of juvenile offenders. The course will identify the differences between juvenile delinquency and adult criminality as well as examine the parens patriae philosophy. It will identify and describe drugs of abuse for adolescents and various drug control strategies. The course will also recognize patterns of juvenile delinquency in other nations. The course will also suggest that different states handle juveniles in dissimilar ways, though some Constitutional standards must be maintained.

CJ5004 - Organized Crime (Graduate)

This course is an in depth study of organized crime in the United States concentrating on family structure, the sources of revenue and investments, and the role of the legal system in organized crime control. Focus is placed on the symptoms of organized crime; political influences in organized crime enforcement; organized crimes relationship to drug traffic, prostitution, business transactions, militant groups, and gambling.

CJ5006 - Drugs, Values and Society (Graduate)

Students in this course will examine the nature and extent of criminal and non-criminal drug abuse, as well as the causes and prevention. Particular attention will be given to the sociological aspects of values and the effects of drugs in our society. We will examine drug abuse as both a social problem and a law enforcement issue. In addition to the sociological aspects of drug abuse, we will examine drug enforcement and narcotics control investigative tactics and techniques.

CJ5007 - Current Issues in Law Enforcement (Graduate)

This course provides students with the opportunity to investigate the issues facing the leadership of the nations' local, state and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, 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.

CJ5008 - Violence and Society (Graduate)

This course will allow students to examine the nature and extent of crime, as well as causes and prevention. Particular attention will be given to the role of police questioning and investigative techniques, theories and typologies which attempt to explain deviant behavior, the relation between forensic experts and the criminal justice system, and the utility of correctional rehabilitation.

CJ5009 - White Collar Crime (Graduate)

This course provides students with an opportunity to examine criminal activity in communities, as well as business and corporate enterprises. Students will examine the various types of white-collar crime, methods of detection, investigative techniques, and social impact. They will further review specific cases and examine articles relating to this sophisticated crime contravening our privacy and social values.

CJ5010 - Forensic Scientific Evidence (Graduate)

This course provides a comprehensive review of the general forensic topics with technical and scientific detail. The topics include the historical development of science's interaction to the law. The steps in processing a crime scene including documentation through notes, sketches and photography, detection and collection procedures of physical evidence, laboratory examinations will be examined. Different forensic disciplines used in crime scene reconstruction will be examined while exploring the concepts of admissibility of that evidence in the courtroom. The legal aspects of Computer Forensics and the Internet in regards to national and international laws will be evaluated.

CJ5011 - Survey of Forensic Sciences (Graduate)

In this course students are provided an introduction to different sciences and technologies applied in criminal investigations. Focus is on the forensic scientist and his or her role in crime scene investigations. The criminalist topics include fingerprint technology, ballistics, tool mark impressions, bloodstain pattern analysis, serology and DNA, microscopy, and questioned documents. The function of forensic biology and chemistry will likewise be explored. Students will also evaluate the duties of the forensic expert acting as an expert witness in court.

CJ5101-8 - Welcome to Introduction to Criminal Justice (Graduate)

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.

CJ6010 - Criminal Justice Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Criminal Justice that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

CJ7002 - Delinquency and Criminal Justice (Doctoral)

In past years the Justice Department has reported a significant increase in violence among teenagers and other youths. This increase appears to have contributed to a nationwide crime spike. The Justice Department has highlighted gangs and gun violence as primary factors affecting the rise in crime. This course examines the causes of this increase in juvenile delinquency including social, economic, and cultural factors. Students will explore national strategies to address this issue, their effectiveness and future application.

CJ7004 - Organized Criminal Gangs (Doctoral)

This course provides a comprehensive review of organized crime. Gangs have fostered a culture of violence, perversion and hate. This course will review gang organizational traits, traditions, criminal activities, violence, prison gang structure, the Ku Klux Klan, and other white supremacy groups. An in-depth examination will be conducted into the connection of organized crime in the United States to other nations and world-wide organizations, including organized crime in Russia and Latin America.

CJ7006 - Illegal Maritime Narcotics and Migrant Smuggling (Doctoral)

For centuries the maritime realm has been used by smugglers, fishermen, pirates and others engaged in illegal activity. Despite increased security efforts, maritime threats and vulnerability remain sources of concern for the world's Maritime Transportation System. This course explores the issues of illegal narcotic and migrant smuggling as they relate to the maritime environment.

CJ7009 - Institutional Corrections (Doctoral)

This course will examine, in depth, the state of the American Penal System from minimum security "work camps", which are free of guard towers, search lights and fences to the nation's most famous maximum security prison Super Max. The course begins with a history of jails in America and follows their development to the modern era. Students will also be required to evaluate the current institutional state of the correction system in the United States.

CJ7010 - Effective Police Tactics, Techniques and Methodologies (Doctoral)

This course will examine police tactics, techniques and methodologies exposing the student to best practices including evidence collection, agency collaboration and jurisdictional requirements. The student will develop a keen understanding of the latest techniques and technologies that may be employed in a criminal investigation as well as the research and development techniques used to generate new tactics and methodologies with a primary focus on forensic science.

CJ7011 - Ethics and Criminal Justice (Doctoral)

This course provides a comprehensive review of how ethics and critical thinking play a role in policing and administrative management of law enforcement. The ethical challenges faced by police officers at various levels of command and the systems in place to prevent unethical practices by law enforcement will be explored. Special attention will likewise be given to workplace stress. A review of crime scene investigation, evidence handling, and police officer testimony in court will also be addressed in this course.

CJ8010CAGS - Criminal Justice Capstone Project (Post-Graduate)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the instructor. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments which will culminate into a final research project.

RC5000 - Introduction to Academic Writing (Graduate)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001 - Graduate Writing Review (Graduate)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

MET5000 - Principles of Productivity (Graduate)

This course is designed to provide an overview of many topics that can affect productivity. The topics covered in the course are product design and operations, process design and choice of technology, management of quality, capacity and scheduling management of production and inventory management systems.

MET5002 - Applied Systems Theory (Graduate)

Systems engineering has been recognized as the process by which the orderly evolution of man-made systems can be achieved. The knowledge and tools needed for implementation of this process are discussed, including the system design process, system analysis and modeling, and the techniques of designing for operational feasibility. This course examines managerial systems concepts such as open/closed systems, equifinality, equilibrium, synergism and cybernetics in order to understand and optimize organizational processes. An overview of system engineering management is presented.

MET5003 - Applied Decision Theory (Graduate)

This is a decision-oriented course that focuses on the frameworks, concepts, theories, and principles needed to organize and use information to make informed business decisions in complex environments. Cases, exercises, and other tools are used to help students build data gathering and analysis skills.

MET5006 - Operations Research (Graduate)

Operations Research employs mathematical modeling, feasible solutions, optimization and iterative computations in order to solve complex decisions. This course stresses the quantitative nature of the operations research process. The student is exposed to modeling, sensitivity analysis, goal programming, determinism waiting lines analysis and forecasting.

MET5010 - Quality Management (Graduate)

The effective implementation of total quality management practices is a requirement for all organizations to be successful. This course introduces a systematic approach for implementing total quality management for an organization with a strong emphasis on the customer, including customer expectations for product quality. This course covers the topics of defining quality, the history of quality management, identifying and understanding the customer, and adopting process improvements to implement quality management.

MET5015 - The Process and Impact of Technology (Graduate)

Technology is a key resource of profound importance for corporate profitability and growth. This course will focus on the process of technology and the effect that technology has on companies, industries, and countries. Effective management of technology links engineering, science, and management disciplines will be studied using real business cases. These disciplines address the issues involved in the planning, development, and the implementation of technological capabilities required to shape and accomplish strategic and operational objectives of an organization.

MET5016 - Improving Productivity Through Technology (Graduate)

This course is primarily concerned with the processes of acquiring technology to improve productivity in the firm. This includes looking at organizational change needed to successfully implement technological advances. The course will review organizations and their attempts to adopt technological innovations - especially computer and information system related innovations. This course will also examine the changes needed to make effective use of new technology and assure consistency between the technology and organizational processes and structures. This course also investigates the impact of technology on improving productivity, and the limits of such improvements.

MET5017 - Emerging Technologies (Graduate)

This course allows participants to identify and understand the direction and consequences of emerging technologies on industry and society. Addressed in the course are the evolutionary development of technology and application, revolutionary inventions, and expanding needs that result from new technological possibilities.

MET5020 - Management of Technology (Graduate)

This course is concerned with the impact of rapidly changing technology and the problems of managing these technological changes. The success of these ventures is even more dependent on timely and often courageous technological change decisions. The traditional concepts of operational and economic life of technologies must be used with caution. The real and impending impact of technological change is ever present as a factor and it must be continually managed for a firm to survive.

MET5023 - Managing the Research and Development Organization (Graduate)

The course examines the management of the R & D environment including planning, new product development, technological forecasting, innovation, and creativity. The course objectives provide the student with the opportunity to apply course concepts to current or potential real-world situations.

MET6010 - Management of Engineering and Technology Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Management of Engineering and Technology that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

MET7000 - Fundamentals of Productivity (Doctoral)

To achieve a competitive advantage, organizations attempt to increase productivity, responsiveness, and adaptability. Problems and challenges accompany efforts directed towards achieving the highest level of productivity and efficiency. In this doctoral-level course, students will examine the productivity considerations of today's organizations including a fluctuating economy, technological advancement, variable work volumes, and increased globalization.

MET7002 - Applications of Systems Theory (Doctoral)

There is little doubt that the 21st century will bring unheralded change to the business world. A system must exhibit certain principles of interrelationships, such as wholeness or hierarchic order, to ensure the collective behaviors result in an efficient final system product. System thinking integrates the individual, team, and various departments into activities associated with organizations, environment, and strategy. The result is a more accurate representation of the organization and its environment. Situational contingencies and context influence the individual's level of actions within the organization and the organization's context influences the individual's actions. This course, designed for Doctoral students, examines the application of systems theory, which focuses on complexity and interdependence.

MET7003 - Applications of Decision Theory (Doctoral)

During the business day, supervisors, leaders, those on the manufacturing line, those drafting blueprints, and everyone else in the business environment are faced with making a decision. Some decisions are common and are made easily while other decisions are political, complex or require vast amounts of data to make the final decision. To make a correct a decision the person needs to follow a methodology to ensure the proper facts are considered and hidden traps of decision-making are avoided.

MET7006 - Operations Research (Doctoral)

Students in this course will examine the management of operations sequences defined as the management of transformation systems that convert inputs into goods and services. Operations management activities are at the core of all business organizations. Operations management is concerned with the creation of goods and services, which embodies the collection of design knowledge, planning, operation executing, forecasting, assuring quality, scheduling, motivating employees, and the control of systems that convert inputs to outputs.

MET7015 - The Impact and Process Optimization of Technology (Doctoral)

This course, designed for doctoral students, permits them to examine how people skills, processes, and machines relate to current technology and through proper process optimization coupled with strategic focus, can provide an organization with a competitive advantage.

MET7020 - Strategic Technology Management (Doctoral)

The primary question for a strategic manager of innovation and technology is where to look for opportunities. Since business accepts change as a constant and is likely accepting change at a more rapid rate in the 21st century, one potential opportunity area is customer expectations and

demands for the organization's products while looking for the disruptions in the product development process. The product development process is a cycle where innovation leads to productivity, productivity leads to intensified competition, and intensified competition leads to innovation. This Doctoral level course examines how technology is the identification, description, and explanation of needs resolved for business and industry applications. It is important to realize is that technology evolves from implementation modifications due to customer feedback. This evolution is a trajectory of needs.

MET7029 - Enterprise Project Management (Doctoral)

A strategic plan is an intended course of action created prior to executing said course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people, and by action. Effective communication is critical to the success of leaders of information. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This Doctoral level course examines the three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.

MET8010CAGS - Management of Engineering and Technology Capstone Project (Post Graduate)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

MKT5000 - Service Marketing (Graduate)

Service Marketing is a relatively new marketing discipline that extends the classical definitions of marketing theory and introduces new ideas to the design, development and management of service products. The student will explore new theories of service quality (SERVQUAL) with emphasis on customer service behavior and acquire analytical tools to measure customer perceptions and expectations. A variety of learning methods prepares the student for various new career opportunities in a service dominated economy while providing the freedom of student assignment selections and various work exercises.

MKT5002 - Customer Relationship Management (Graduate)

This course examines the consequences of initiating, developing, and maintaining a customer relationship management strategy and analyzes the impact of profitable, long term customer relationships.

MKT5003 - Advertising and Promotion (Graduate)

Students in this course will examine the creative and strategic process of advertising and promotion. The student will examine current practices and research in advertising and promotion focusing on consumer behavior theories, advertising and promotion methods, and ethical practices of designing, developing, and implementing advertising and promotion of an integrative marketing communication program.

MKT6001 - Product Management (Graduate)

Product Management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course provides the marketing foundations required to develop, through the use of various analytical tools, a focused product marketing strategy. The student will be Developing sound product strategies through a series of building exercises that requires he or she to carefully construct a valuable Product Marketing Plan that can use as an actual or template model for future applications. The course covers all of the critical marketing activities from the Product Manager's (PdM) vantage point. This course is a core Marketing Specialty component offering a comprehensive tour de force of best -practice, theory -based marketing methodology for immediate real world application.

MKT6005 - Marketing Research I (Graduate)

Marketing Research I provides the fundamental building blocks for a thorough research project. The course syllabus introduces both qualitative research methodologies with quantitative techniques. The course introduces survey design, sampling procedures and research planning and reporting. From the basics of human inquiry to the advanced topics of research application, the course offers a series of tools to construct and implement an effective research initiative. Introduction to SAP with embedded exercises and easy to follow diagnostics on datasets are in the syllabus. The course offers considerable flexibility in selection of many different exercises and is designed to accommodate various research subjects. The course covers qualitative analysis and the use of focus groups, coding conventions, and provides a review of research tasks.

MKT6010 - Marketing Project (Graduate)

The student will conduct a research study of a topic within the academic discipline of Marketing and document the results in a formal project report. The student will be able to demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, and recommend a plan based on the status of the issue under study, and recommend a plan of action, applying principles with ethical considerations and fiduciary responsibilities. The student will complete a signature assignment activity in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization.

MKT7000 - Strategic Service Marketing (Doctoral)

This course will prepare students in the understanding of service marketing theory. These concepts provide the foundation necessary to examine the components of formulating service dominant logic. Through investigative research, aspects of theory development are identified and new theories are formulated. The research work developed through this course is suitable for an initial concept paper, research study, or for journal publication in order to further prepare the doctoral student.

MKT7001 - Strategic Sales Force Management (Doctoral)

Students in this course will explore the role of the sales force, which is expanding greatly as a result of economic and competitive pressures and social and cultural changes in markets. Salespeople are often engaged in consultative relationships with their customers. The student will explore strategic sales force management issues, organizing, staffing, and training a sales force, and directing sales force operations. This will include the analysis of motivational issues, sales planning, and evaluating sales performance. In addition, the ethical and legal responsibilities of sales managers will be covered.

MKT7002 - Customer Relationship Management Strategies (Doctoral)

The manner in which a company develops and manages customer relationships has evolved over the past two decades. This Doctoral level course explores strategies to develop and align customer, channel, brand, and relationship strategies to ensure that Customer Relationship Management (CRM) projects are effectively managed. Customers' needs, preferences, and behavior are analyzed so that the insight gained can be utilized to design better ways of interacting with customers or market segments. CRM strategies in communications, government, manufacturing, resources, and retail are examined. CRM processes are analyzed to determine the impact on the overall profitability of the company.

MKT7003 - Advertising and Promotion Strategies (Doctoral)

This course focuses on the effective use of integrated marketing communications (IMC) programs and processes. Students will analyze the communications process, evaluate objectives and budgeting for promotional programs, explore creative strategies for planning and developing advertising, measure the effectiveness of promotional programs, and examine regulatory issues

and the social, ethical, and economic aspects of advertising and promotion.

MKT7100 - Consumer Behavior Theory and Practice (Doctoral)

Students in this course will explore consumer behavior theory and consumer behavior. Consumer behavior theory examines the applications of creating theoretical constructs incorporating marketing dominant logic, customer lifetime value models, and new analytical methods to develop and design consumer response systems and marketing strategy. Customer loyalty and satisfaction are measures to help assess impacts of various new marketing strategies using techniques and scales to create improved consumer results.

MKT7101 - Brand and Product Management (Doctoral)

This course incorporates product and brand strategies into a comprehensive management platform for understanding how to create the best marketing plans using an optimal marketing mix. Brand development focuses on image and equity coupled with product management. Creating new concepts and constructs requires best practices and a balance between plan requirements and brand needs in order to develop optimal marketing results.

MKT7104 - Advanced Ethical and Legal Cases and Applications in Marketing (Doctoral)

Students will examine the ethical and legal aspects associated with marketing products and services in this course. Topics such as contractual agreements, trademarks, advertising, consumer protection, warranties, intellectual property and protection of a product and company are evaluated. A clear understanding of the ethical and legal issues surrounding products and services is critical in order to protect consumers, employees and organizations.

MKT7105 - Qualitative Marketing Research Theory (Doctoral)

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies. Using research methods for defining and analyzing marketing characteristics, this course provides students a review of techniques to define and identify best qualitative research measures. These techniques assist in creating rationale for further investigation into marketing strategy decisions.

MKT7106 - Quantitative Marketing Research Methods and Techniques (Doctoral)

Marketing Research requires using quantitative tools that identify growth opportunities, utilize scarce resources efficiently, determine best segments, optimally position products, and create new products that fit customer demand. New marketing initiatives need economic justification that enable professionals to clearly make strategic decisions offering best choice options for improved performance. The student will use a series of analytical tools to solve various decision problems using a unique software product to pinpoint better decision frameworks.

IB5012 - International Economics (Graduate)

Managing in the international economic environment continues to pose major challenges; therefore, it is increasingly important to understand the practical concepts and principles of international economics. This course covers the economic foundations of international trade and investment, government intervention, international monetary systems, balance of payments analysis, and foreign exchange markets and currencies.

IB5013 - International Marketing (Graduate)

This course examines the specific issues involved in entering overseas markets and conducting marketing operations on an international scale. Concepts focus on issues such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints, and coordinating strategies in global markets. The student will analyze and evaluate the issues through a series of papers and case studies.

IB5014 - Cultural Environment of International Business (Graduate)

This course examines the cultural, social, political, economic and other complexities of operating in foreign environments and managing organizational relationships and responses to different cultural logic and objectives. The course is primarily focused on the current environment and attempts to look forward. As such, course assignments are heavily weighted in practical application which requires critical thinking and evaluation with the textbook and scholarly research used as a reference point.

IB5016 - Global Business Strategic Management (Graduate)

This course examines the strategic management of multinational corporations (MNCs). In this course, learners will focus on the activities of MNCs in developing countries and regions, as well as the employees that are working for MNCs. Real -life business cases are used to present course material and provide students with research on the decision-making of MNCs' managers and the impact of those decisions.

IB5017 - International Business Law (Graduate)

This course covers the principles underlying the legal environment of global business. In addition to identifying the current legal rules and regulations affecting businesses, this course presents insights into new developments and trends that will greatly affect future transactions on a global scale.

IB6010 - International Business Administration Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of International Business Administration that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization.

IB7002 - International Business Environments (Doctoral)

This course requires students to examine international business theory and their applications in North America, Asia-Pacific, Europe, Latin-America, the Middle East, and Africa. The emphasis is on developing higher-level thinking skills with an ability to critically evaluate international business environments to explore and compare differences in international markets and their effects on conducting business in the particular region. Students are assessed for their independent thinking and theoretical application to resolve complex topical research issues and case problems. Journal articles and current research are used to present course material to guide students are to develop decisions-making skills required for managers working in varied international business environments.

IB7012 - Global Economic Environment (Doctoral)

In this course, students will explore international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic theory and international economic and financial governance institutions. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case problems.

IB7013 - Global Marketing Environment (Doctoral)

In this course, students will examine specific issues of social and cultural environments in the context of global marketing. Global marketing research and product launches are differentiated when entering overseas markets and in conducting marketing operations globally as opposed to “domestic” levels. Attention is focused on complex problem solving techniques through an examination of culture and customer differences in different parts of the world. This course also provides a new learning experience for global marketing professionals that need new methods to develop product designs and implement comprehensive marketing brand and plan strategies throughout the world.

IB7014 - Cultural Environment of Global Business (Doctoral)

This course examines the theoretical and practical complexities of operating within international environments. Managing global business expansion, establishing organizational relationships and developing strategies for global operations will also be examined.

IB7016 - International Business Strategic Management (Doctoral)

The purpose of this course is to address the strategic management decisions of multinational corporations (MNCs) to enhance success in a global economy. Students will examine decisions-making skills and situations faced by managers of MNCs to meet changes in financial and economic environments. The course examines global strategy, structures, and global strategic management knowledge.

IB7017 - International Business Law & Environment (Doctoral)

This course covers the principles, scope and basic mechanism of international law, development and practices. The impacts of international relations and the legal environment on global business will also be examined. The course incorporates major cases of emerging disputes and dispute resolution among nations over such issues as intellectual property rights, labor and trade subsidy policies. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case study problems.

CS4000 - Introduction to Computers and Information (Undergraduate)

In this course, students will examine how computers are utilized in the business context. Topics included are hardware and software, networking, emerging computing environments, data base management, networking technologies, e-commerce, decision support, systems analysis, web technologies, and using technology for a competitive advantage.

CS4001 - Computer Operating Systems (Undergraduate)

This course provides a comprehensive introduction to the concepts underlying the architecture and usage of modern operating systems, including MS-DOS, Windows, Windows NT 4.0 Workstation, Windows 98, Windows 2000 Professional, Windows XP Professional, Understanding the Windows GUI, managing the local security in windows, Macintosh OS9 and OS X, and network server operating systems.

CS4006 - Professional and Technical Writing (Undergraduate)

This course is designed to help students develop their technical writing abilities to a professional level. Students will learn about audience considerations, style, drafting and revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including Web sites, emails, proposals, memos, and instructions.

CS4009 - The Internet (Undergraduate)

In this course, students will examine computer networking and the Internet from a non-technical perspective. The purpose of this course is to explain how computers communicate, what the Internet is, how the Internet works, and what the Internet offers in professional and personal settings. It is essential for those in the IT industry to have a thorough understanding of the Internet along with its many uses. At the end of this course, students will have the necessary information and tools to utilize the Internet for a wide variety of uses.

CS4010 - Inside LAN Networks (Undergraduate)

In this course, students will explore the interworking of the local area network with emphasis on the lower layers including hardware and software. Personal computer components, various types of networks, analog and digital transmission rates, Token Ring, and the Fiber Distributed Data Interface will be introduced and examined.

CS4011 - Network Administration (Undergraduate)

In this course, students will develop an overall ability to analyze different types of networks with an emphasis on IPV6 implementation on new or existing networks. Core elements, operations, services, and modifications for an IPV6 implementation will be discussed. The course will conclude by proposing an implementation of IPV6 on a new or existing network infrastructure.

CS4012 - Presentation Software (Undergraduate)

This course provides students with information needed to build skills in developing professional

presentations, including presentation graphics. Microsoft PowerPoint allows one to make electronic slide show presentations. Becoming familiar with this software will enable students to create and provide presentations to groups using the electronic slide feature.

CS4017 - Web Technology and Development (Undergraduate)

This course is designed as an introduction to website design and development, including basic hypertext markup language (HTML), JavaScript, form processing, transaction processing, and Cascading Style Sheets (CSS).

CS4018 - Computer Systems Architecture (Undergraduate)

This course is an introduction to computer system concepts architecture including both hardware and software considerations. Topics include number systems, data formats and representations, instruction cycles, CPU, memory, buses, I/O systems, peripherals, networks, communication channel technology, clusters, and operating systems.

CS5003 - Computer Graphics (Graduate)

This course introduces students to the basic principles of Web graphics and Web design. The concepts are related to Web graphics, including basic graphic elements and principles of design and creative strategies for developing effective website graphics. These include graphic file formats, preparation of graphics for the Web, and site organization. Students will participate in the creation of a website, develop skills for the integration of graphics into Web pages and gain an understanding of the value of graphics as an Internet marketing element.

CS5005 - Database Management (Graduate)

This course focuses upon the architecture, technology, and implementation of databases. It is important to know how databases are organized and data extracted in order to make implementations perform the tasks for which they are intended. Technical issues such as concurrency control become very important to understand and be able to apply. The data model chosen as the basis for study is the relational model.

CS5010 - Managing Communication (Graduate)

The principles and applications of network communications are emphasized in this course. Topics include networking protocols, networking standards, networking and telecommunication regulations, networking transport protocols, security threats, and telephone carrier services. Applications and impacts to business are evaluated in this course. With the knowledge gained in this course, students will be able to have a more complete understanding of how networks communicate with each other and how this communication is managed.

CS5012 - Operating Systems (Graduate)

The purpose of this course is to introduce the concepts of computer operating systems, including OS structure, storage, memory management, virtual memory, synchronization, task management, security, and concurrent programming. Students will solve OS problems using Java. Experience in Java programming is required.

CS5013 - Programming Languages (Graduate)

This course is an introduction to the broad field of programming languages and provides a comprehensive introduction to the principles underlying the foundation of modern programming languages, including functional and object-oriented languages. It introduces implementation issues and covers C, C++, Java, Ada, ML, Haskell, Scheme, Prolog, and other languages. You will study material on implementation issues, the theoretical foundations of programming languages, and a large number of exercises. This course will bridge to similar courses and to the theoretical study of programming languages.

CS6010 - Applied Computer Science Research Project (Graduate)

In this course, students will be required to complete a set of progressive exercises regarding a specific subject area of Computer Science that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

CS7005 - Complex Database Management Systems (Doctoral)

The database administration field continues to grow exponentially, requiring executives and workers to hold advanced knowledge regarding network architecture and current technologies. The Corporation Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the Information Technology field. This course analyzes network architecture and design, including such topics as WAN, LAN, Wireless, and other leading edge technologies in network architecture from an executive perspective, exploring emerging case study applications of contemporary database software applications. Students will be evaluated on technical research projects, and case studies applied in the business areas using database applications.

CS7006 - Advanced Networking Technologies for Technology Leaders (Doctoral)

The Network Administration course focuses on the network administrator. The Network Administrator will concentrate on the overall health of the network, server deployment, security, and ensuring that the network connectivity throughout a company's LAN/WAN infrastructure is on par with technical considerations at the network level of an organization's hierarchy. This course will focus on topics such as computer, network and server security and other technologies in network architecture. Evaluation of peer reviewed journal articles will include case studies, and projects.

CS7009 - Advanced Topics in Management Information Systems (Doctoral)

The Information Technology field continues to grow exponentially, requiring students to hold advanced knowledge of information technology and systems. The Management Information

Systems discipline needs professionals familiar with where the field has been and where it is going. The purpose of this course is to explore advanced topics including concepts, applications, and future directions of Management Information Systems. Students will be evaluated on research projects and case studies.

CS7010 - Advanced Topics in Network Communications (Doctoral)

The Information Technology (IT) field continues to grow exponentially, requiring candidates to hold advanced knowledge regarding contemporary applications of client server Web architecture. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the IT field. This course explores advanced topics in Network Architecture and Technology, including concepts, applications, and future directions regarding the development of networks for business systems. Students will be evaluated on final research projects, and case studies of businesses, performing an analysis against various Network Architecture and Technology topographies to maximize systems performances.

CS7013 - Programming Language Fundamentals for Technology Leaders (Doctoral)

In this course, students explore advanced topics in Programming Languages and Principles, including concepts, applications, and future directions regarding business systems development. The Information Technology field continues to grow exponentially, requiring executives to hold advanced knowledge regarding contemporary applications of programming languages and principles. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized leadership education in the Information Technology field. In order to assume this role, the CIO must understand the basics of programming and programming language design.

CS7014 - Software Engineering Fundamentals for Technology Leaders (Doctoral)

In this course, students will recognize the importance of modeling associated with software development. As more businesses become electronic, the need for experienced software developers increases. Software engineers, system architects, computer programmers, and information technology programmers will benefit from this course by becoming familiar with the processes technology leaders use prior to the design and implementation stage of software development. Students will assume the roles of software engineers to give them the experience and confidence that is necessary to succeed in this field.

CS7015 - Distributed Computing Fundamentals for Technology Leaders (Doctoral)

The focus of this course is the development of a professional understanding of the value and uses of Distributed Computing systems, architectures and processes aimed at meeting the business and financial needs of an organization. This course is designed for students who want an overview of designing systems that connect with multiple systems. This course provides students with a synthesis regarding the ways in which system architects, analysts, and engineers might develop a system aimed to enhance end-user satisfaction. The course concentrates on the tools needed for the mastery of Distributed Computing concepts and terms, which are important for all managers who communicate with technologists.

LS3010 - Foundations for Undergraduate Study (Undergraduate)

This course is an orientation to Northcentral University and to the essential skills needed to pursue an undergraduate degree. Academic skills, such as academic integrity, time management, and effective use of the Northcentral Library are introduced. Students will develop the ability to locate, evaluate, use information in the context of academic and professional activities, and use APA form and style in professional communication. This course highlights personal goals, strengths, and overcoming challenges, and provides a roadmap for students to navigate their way towards completion of their educational aspirations.

SKS4000 - Comprehensive Strategic Knowledge Studies (Undergraduate)

Students will identify, recognize, and develop executive level knowledge in eleven concept areas necessary to solve a wide variety of business related situations. This course focuses on demonstrating core proficiencies in the following business areas: Management, Business Ethics, Information Systems, Marketing, Global Dimensions of Business, Accounting Corporate Finance, Economics, Business Law, Business Math and Statistics, and Business Policy. The intent of this course is not to introduce these business concepts, but verify bachelor's of business administration threshold competency in these eleven areas of business. SKS4000 includes a capstone case study that will empower the student to demonstrate their competency in the eleven core proficiency areas. SKS4000 uses a variety of teaching media such as DVDs; courseware packages designed for Computer Assisted Instruction, and focused Internet research assignments. The Accreditation Council of Business Schools and Programs (ACBSP) require all BBA students successfully complete the Comprehensive Strategic Knowledge Studies course.

SKS5000 - Comprehensive Strategic Knowledge Studies (Graduate)

Students will describe, discuss, and apply knowledge in 12 business topical areas necessary to address a wide variety of business-related situations. The course focuses on demonstrating core proficiencies in the following business areas: Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Economics, Business Ethics, Global Dimensions of Business, Information Systems, Quantitative Techniques and Statistics, Leadership, and Business Applications. The intent of this course is not to introduce these core business concepts, but rather to verify a bachelor-degree-level threshold competency within each topical business core area. The course includes a comprehensive case study that will allow the students to demonstrate their competency with all 12 common professional components.

SKS7000 - Doctoral Comprehensive Strategic Knowledge Studies (Graduate)

Students will analyze and apply knowledge in 12 business areas necessary to address a wide variety of business-related situations. The focus of the course is demonstrating core proficiencies in the following business areas: Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Economics, Business Ethics, Global Dimensions of Business, Information Systems, Quantitative Techniques and Statistics, Leadership, and Business Applications. The intent is not to introduce these core business concepts, but rather to verify a graduate-level threshold competency within each. The course includes a comprehensive case study that will allow students to demonstrate their competency within all 12 professional component areas.

ACC7000 - Advanced Managerial Accounting (Doctoral)

This course focuses on formulating, evaluating and interpreting accounting information for managerial decision making. Topics covered include product costing, activity-based costing, profit planning, standard costing, flexible budgeting, target costing, cost-volume-profit analysis, cost management, and capital budgeting. Managerial accountants support management and often provide information needed to make business decisions. During this course students will identify, recognize, and develop an understanding of recent developments affecting the field of managerial accounting that have been especially driven by the impact of the globalization of business activities. Managerial accountants can no longer complete tasks the way they have always been done. Businesses need more accurate cost information if they are to compete effectively within the global economy.

ACC7010 - Advanced Accounting and Fraud Examination Techniques (Doctoral)

This course examines the nature of fraud in a business setting. Topics explored include prevention, detection, and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.

ACC7015 - Advanced Forensic Accounting Theory and Practice (Doctoral)

This course reviews the role of the forensic accountant in investigations and audits. Topics covered are: the legal environment, Sarbanes-Oxley Act Of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices.

ACC7020 - Advanced Accounting for Non-Profit Organizations (Doctoral)

This course provides an in-depth review of the accounting principles and practices used in not-for-profit organizations, with an emphasis on governmental accounting practices. The course also covers accounting principles and practices specific to hospitals, colleges and universities, health and welfare agencies, and similar organizations. Enabling practitioners to establish logical framework for understanding, analyzing and solving the accounting challenges of non-profit organizations is stressed.

ACC7025 - Advanced Tax Strategies (Doctoral)

This course examines vital aspects of the U.S. federal tax system. It includes coverage of important tax concepts and principles, such as planning and compliance, individual income taxes, partnerships, corporate, estate and gift taxation, and trusts. Coverage of these concepts serves as a foundation for developing effective income tax strategies.

ACC7030 - Advanced Auditing Methods and Practice (Doctoral)

This course examines auditing theory and the application of auditing standards and methods in practice settings. These include auditing and assurance services, audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.

ACC7035 - Advanced Accounting Theory and Policy (Doctoral)

This course focuses on the evaluation and analysis of accounting pronouncements, concepts, and standards as well as their impact on decision making. The scope of this course is much broader than other accounting classes, merging aspects of financial accounting, managerial accounting, and auditing into a single theoretical structure that is applicable to any issue in the field of accounting.

ACC7040 - Advanced International Accounting (Doctoral)

This course examines international accounting practices, theory, and issues. These include harmonization of financial reporting and auditing, comparative accounting, translation, international taxation, transfer pricing and strategic accounting issues in multinational corporations. Special attention will be given to the adoption of International Financial Reporting Standards.

ACC7045 - Advanced Cost Accounting (Doctoral)

This course provides an analysis of strategic cost management and focuses on measuring and managing costs in environments where real world economic decision making takes place based on accounting information. Topics covered include analyzing and managing costs, activity based management, process and cost allocation, planning, decision making, and evaluating performance.

ACC8010CAGS - Advanced Accounting Capstone Project (Post Graduate)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the instructor. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments which will culminate into a final research project.

ACT4013 - Computerized Accounting (Undergraduate)

The student will be developing a sound basic knowledge of how computerized integrated accounting systems function to the extent that students will be prepared to work with any accounting software package using its reference manual as a guide to unique features. The basic principles of accounting will be implemented and applied for this course.

ACT4040 - Financial Accounting (Undergraduate)

This course emphasizes the theory and practice of basic foundations and concepts of financial accounting including recording, summarizing, reporting of financial data for external reporting and financial statement analysis.

ACT4050 - Managerial Accounting (Undergraduate)

This course explores the nature of managerial accounting as it relates to decision-making. Concepts and systems are analyzed, including cost-volume-profit analysis, analysis of reporting and financial statements, performance evaluation, differential analysis and product pricing, capital investment analysis, budgeting, and Just-in-Time manufacturing.

ACT4051 - Intermediate Accounting I (Undergraduate)

This course covers the development of intermediate accounting theory and practice including such topics as income statements, balance sheets, and statement of cash flows. It combines the student's practical knowledge of the accounting process with the theoretical foundations of accounting. It provides an in-depth examination of current assets.

ACT4052 - Intermediate Accounting II (Undergraduate)

This course covers the development of intermediate accounting theory and practice including such topics as debt and equity financing and securities, leases, income taxes, employee compensation, earning per share, derivative, U.S. GAAP, and IFRS. It combines the student's practical knowledge of the accounting process with the theoretical foundations of accounting.

ACT4053 - Cost Accounting (Undergraduate)

This course covers the theory of cost accounting and cost control to include job order and process costs, standard costs, budgeting and direct costing. Management utilization of cost information and cost reports is also discussed.

ACT4064 - Advanced Accounting (Undergraduate)

This course relates accounting theory to income presentation, in preparation for the material covering business combinations. It covers such special subjects as multinational accounting, interim reporting and segmental disclosures, partnerships, governmental and not-for-profit accounting, and fiduciary accounting. This course links theory and practice with constant emphasis on the logic of procedures. In-depth coverage of the major advanced accounting topics which appear on the CPA examination, and up-to-date information on relevant, generally accepted accounting standards are presented.

ACT4065 - Tax Accounting (Undergraduate)

This course focuses on the essentials of the federal tax structure as related to individuals. Further, students will analyze the federal tax structure as it pertains to business and professional returns for individuals, partnerships, S corporations and corporations. It includes laws, rulings and regulations. In this course, students will prepare simulated returns.

ACT4067 - Auditing (Undergraduate)

The purpose of this course is to introduce the auditor's role from the professional governance

perspective with an understanding that earnings management and fraud are central to most financial restatements. Transactions will be introduced that represent public-company restatements, SEC accounting, auditing enforcement and litigation.

MGT5000 - Business Organization and Management (Graduate)

This course examines the essential characteristics of business organizations and management in a manner, which will enable students to assess and develop answers to the following questions: What is management? What is expected of a manager? How does a manager accomplish goals and achieve positive results? How is a manager graded on performance? Do different organizational structures require different management styles? How do managers communicate and lead?

MGT5001 - Economics and the Modern Manager (Graduate)

Economic concepts for management form the basis for decision-making in the business and industrial environment. Supply and demand, competition, labor and capital markets, as well as economic, social, political, legal, and technical factors influence business and industrial service and profitability.

MGT5002 - Marketing Management (Graduate)

This course includes critical thinking exercises designed to provide the student with a well-rounded view of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.

MGT5005 - Management Finance and Control (Graduate)

All organizations must manage financial resources through capital generation, asset planning, and asset management. Budgetary planning and controls, financial and risk analysis, and managerial decision making are also detailed in this course.

MGT5006 - The Evolution of Organizational Behavior (Graduate)

This course acquaints the student with the evolution of organizational behavior (OB) its beginnings and key theories and contributions made to it. Emphasis is placed on the underpinnings of individuals, groups, organizational structures, and organizational processes and their positive and negative contributions to the dynamics of the work environment and the achievement of organizational goals. Some key topics covered include: progression of organizational behavior and theoretical contributions, interpretation of individual behavior and personality, application of operant conditioning, and antecedents, dynamics of groups and teams, organizational processes, intrinsic and extrinsic work values and effective leadership.

MGT5007 - Strategic Management (Graduate)

Strategic managers look at long-term needs of an organization and the implementation of plans necessary to address those needs. Strategic Management can be applied to organizations of any size or in any industry and are appropriate to international and non-profit endeavors, as well as ordinary businesses, public and private. The course is designed to help students complete various assessments and analysis necessary to lead an organization strategically.

MGT5009 - International Business (Graduate)

This course focuses on world trade and competition, and the international economic, political, cultural, and technological environments of business. The course explores the challenges of business operations and structures for regulation in an increasingly complex and interconnected environment of globalization and cross border transactions. Students will examine strategies and case examples of corporate operations in varied international contexts and have the opportunity to select a specific country for further in-depth analysis.

MGT5010 - Leadership in Organizations (Graduate)

Prerequisites:

Fundamental requirement in General Management or fundamental Psychology courses

Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is: What makes a person an effective leader?

MGT5012 - Managerial Accounting for Decision Making (Graduate)

Managerial Accounting emphasizes the uses of accounting data internally by managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.

MGT5016 - Managing Change (Graduate)

This course examines the challenge of change and the implementation of change in organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.

MGT5018 - Operational Management (Graduate)

Operations management is at the heart of most if not all businesses. It is focused on planning and managing the processes to produce and distribute products and services. Fundamentally, operations management is concerned with converting inputs to outputs. The processes that make this transformation possible are measured for their effectiveness (in terms of the business' objectives) and their efficiency (in terms of the resources used). The concepts, principles, tools and techniques of operations management are addressed in this course. Emphasis is placed on applying methods of operations management to product and service industries in the private and public sectors. The key principles of operations management are developed into an integrated framework the student can use in their current environment or an envisioned future environment.

MGT5019 - Ethics in Business (Graduate)

Ethics and social responsibility are terms frequently applied to businesses often in the context of describing the lack of them. What are the ethical responsibilities of businesses? Using a case study methodology, students in this course will explore the responsibilities of a business and the stakeholders to whom it is responsible. The course includes case study analyses of issues pertaining to ethics, stakeholders, economics, technology, and corporate culture. Students will also investigate corporate social responsibility, government contracting, and workplace safety.

MGT5022 - Organizational Development (Graduate)

This course contains instructions that permit the student to explore a variety of factors that focus on changing and increasing an organization's effectiveness through planning. Additional topics examined include organizational climate, teams, the structural bases of centralization and decentralization, job design, decision making processes, and design theories.

MGT5025 - Total Quality Perspectives in Management (Graduate)

This course provides a comprehensive review of Total Quality Management principles, focusing on quality and continuous improvement in all aspects of business operation. A balance of case studies and examples is presented to illustrate major concepts. It focuses on integrating quality and continuous improvement in all aspects of an operation.

MGT5026 - Effective Managerial Communications (Graduate)

This course presents the basic theories, skills, and applications related to communications in an organizational setting from a manager's point of view. The course focuses on the consistent, logical process approach that can be used to solve many communication problems. The course also covers topics that are essential to contemporary business communications, including critical thinking, the Internet, the World Wide Web, email, and other technological communication tools. It also presents basic theories, skills, and applications required to effectively communicate in a complex organizational setting emphasizing a manager's point-of-view.

MGT5027 - Legal Implications in Management (Graduate)

This course will familiarize business law students with how legal principles affect management in business. The student will learn the theoretical foundations of the legal regime governing business and will become familiar with key substantive areas of law affecting business decisions.

MGT5028 - Business Statistics (Graduate)

This course introduces the graduate student to the calculation, use, and interpretation of descriptive statistics and inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts and helping students to understand statistical methodologies used in business, and more generally, to develop a working knowledge of statistical usage in everyday life.

MGT6010 - Business Administration Research Project (Graduate)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Business Management that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

MGT7000 - Business Organization and Management (Doctoral)

Students will develop rational and employable management tools for working within an organization by understanding and analyzing various management techniques, concepts of organization, and analytical skills that are useful for effective organizations. Students are provided a comprehensive and multidimensional understanding of decision-making, communication, and budgeting. The course also examines the responsibilities of management practices in the organization to include employee motivation, leadership, and workplace trends.

MGT7002 - Marketing Management (Doctoral)

We examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.

MGT7006 - Advanced Topics in Organizational Behavior (Doctoral)

Understanding how managers need to develop their interpersonal or people skills if they are going to be effective in their jobs is a critical skill. Through evaluation, comprehension, and synthesis of the concepts and constructs we examine how organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then apply that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. As managers accomplish their work through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work and the perspectives needed to manage individuals from diverse backgrounds.

MGT7007 - Strategic Management (Doctoral)

Prerequisites:

Fundamental requirement in General Management

The concepts and constructs that are the foundation of Strategic management are the focus of the course that looks at long-term needs of an organization and the implementation or plans necessary to address those needs. The techniques can be applied to organizations of any size or in any

industry and are appropriate to international and non-profit endeavors, as well as ordinary businesses, public and private. The course is designed to help students think strategically and apply that skill to a variety of situations.

MGT7009 - International Business (Doctoral)

Understanding the global forces of business and management will allow students to analyze and evaluate the underlying constructs to synthesize the concepts of international business. This course focuses on many aspects of global business, including international trade and investment, environmental and sustainability factors, politics, laws, competitive strategies, and global leadership and management.

MGT7012 - Managerial Accounting for Decision Making (Doctoral)

The constructs of Managerial Accounting emphasizes the uses of accounting data to support the activities of managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.

MGT7013 - Entrepreneurship (Doctoral)

This course will help entrepreneurs and all managers create a mindset and understanding of the driving forces of new business development. This course is built on practical concepts in entrepreneurship and E-entrepreneurship.

MGT7014 - Business and Management Consulting (Doctoral)

This course allows those in the consulting field to advance their professional skills and conceptualize business operations. This course defines the concept of consultation, how it is effectively practiced, and the different forms it can take. Models for consulting in organizational settings are presented in a practical manner. Students explore the process and dimensions of management consulting including identification and nature of the client system, definition of the problem(s) in establishing the contract, ethics, tools, and consulting practice techniques.

MGT7016 - Managing Change (Doctoral)

Turbulent and dynamic environments challenge all executives in the management of the organization. This course specifically examines the different aspects of organizational change. It focuses on techniques involved in creating, managing, and sustaining change and responses to different opportunities and challenges of organizational change.

MGT7019 - Ethics in Business (Doctoral)

No longer are ethics and social responsibility, including the green movement, something organizations can ignore or do if they have funding left over at the end of the year. Ethics are required by local, state and federal legislation and today, more than ever, stakeholders at organizations are being held accountable for their actions and societal harm. 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 application to business, and how to maintain an ethical perspective within the context of a global framework.

MGT7022 - Advanced Topics in Organizational Development (Doctoral)

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.

MGT7023 - Crisis Management (Doctoral)

This course explores the difference between crisis and disaster, reviews the purpose of Business Continuity planning, identifies methods of analyzing a business for risk, and out of that assessment, suggests how to prevent, mitigate and resolve a disaster. In order to examine these issues, the student researches scholarly and contemporary publications. The literature contains many examples regarding how businesses experience disruptions, and out of these, the crises lessons that can be learned that predict success as well as identify the roots of failure.

MGT7026 - Effective Managerial Communications (Doctoral)

Effective communication is key for success in business and in academia. This course will help students identify methods to successful implementation of communication methods, identification of styles of communication, and organizing processes including critical thinking and use of technology as a primary means of communication. Emphasis is placed on skills and applications required for essential and effective communication through course papers and examples presented within the course.

MGT7027 - Legal Implications in Management (Doctoral)

In this course, students will become familiar with legal principles and management, particularly their affects and outcomes in business. Laws and requirements or regulation are constantly changing and students need to be prepared in both academia and business. Through a series of case analyses and assessments, students will traverse numerous aspects of the legal implications managers face today, and how this is different from the past decades.

MGT7029 - Strategic Leadership (Doctoral)

Students in this course will explore numerous decision making requirements related to strategy and leadership. Particularly, students will focus on corporate governance, how to be a contemporary leader in a global and technological age, and how to manage succession and turnover. Students will evaluate how one becomes a successful strategic leader and how these attributes are formulated and recognized.

MGT7110 - Leadership in Organizations (Doctoral)

*Prerequisites:

Fundamental requirement in General Management or fundamental Psychology courses

The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?

MGT8010DBA - Applied Management Capstone Project (Doctoral)

This course includes a comprehensive research project that creates a unique solution to a theoretical, hypothetical, or applied topic. The project should be suitable for publication or organizational application. Students will demonstrate proficiency in assignments, which will culminate into a final research project. For the student seeking a (DBA), the project will demonstrate the competency of the student and a systematic research methodology that illuminates the work of a scientific researcher. The DBA requires a more applied focus, and the dissertation may replicate original research.

CMP9400B - Doctoral Comprehensive Examination-Business (DBA)

Prerequisites:

Completion of all graduate coursework required for the Ph.D. or D.B.A. degree.

Course Description:

In their pursuit of any doctoral degree (Ph.D., D.B.A., or Ed.D.) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any DIS courses. The course is twelve weeks; however, the exam portion must be completed within the first 70 days of the course.

CMP9500B - Doctoral Comprehensive Examination- Business (PhD)

Prerequisites:

Completion of all graduate coursework required for the Ph.D. or D.B.A. degree.

Course Description:

In their pursuit of any doctoral degree (Ph.D., D.B.A., or Ed.D.) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any DIS courses. The course is twelve weeks; however, the exam portion must be completed within the first 70 days of the course.

DIS9401B - DIS9408B Professional Doctorate (DBA) (12 credits minimum to 24 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their

Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501B - DIS9509B PHD DEGREE (PHD) (12 credits minimum to 27 credits maximum)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

HCA5012 - Health Care Financial Management (Graduate)

This course presents an in-depth review of the budget formulation process specific to health care delivery systems. Students will explore various funding sources and payment methods. Most managers are limited in terms of direct budget responsibility to working with a specialist with a full range of technical competencies. This usually means that the finance section is directed or managed by a CPA or fiscal specialist. One must still develop a competent understanding of the budget process and of the system of financial management utilized by a specific organization. In today's health care world, one needs to know how to maximize health care revenues from both private and public sources, work in a cost efficient and cost effective manner, and be knowledgeable of accounting standards to demonstrate both financial accountability and compliance with applicable standards.

HCA5013 - Health Care Legal and Ethical Issues (Graduate)

Students in this course will critically examine some of the legal and ethical issues affecting health care in America. The course includes an introduction and overview of key legal concepts and the exploration of selected issues including: Financing Indigent Care, Patient Rights, Informed Consent/Refusal of treatment, Tort Reform, End-of-Life Decision Making, Termination of Life Support, Do Not Resuscitate Orders, and Patient and Provider Relations. Upon completion, students will have an enhanced understanding regarding the relationship between law and ethics as they relate to the complex world of health care.

HCA5014 - Health Care Policy Analysis and Development (Graduate)

This course provides the student with an overview of the factors which govern and impact the development of health care policy in the United States. The student will learn how current and changing policies help shape the organizational structure of our health care system. The impact of these policies on services for the elderly and disabled will also be explored.

HCA5015 - Health Care Administration Principles and Practices (Graduate)

The course focuses on development of the skills necessary to administer a modern complex multi-faceted health care delivery system. The course will cover management theory and models, motivational theory, goal setting, organizational theory, and development of an effective management approach to resolve problems associated with administering a health care delivery system.

HCA5017 - Total Quality Management in Health Care (Graduate)

This course is designed to provide students with a comprehensive study of total quality management and its philosophy of continuous quality improvement in all business and clinical functions, including problem-solving and patient satisfaction. The tools that are fundamental to TQM, the challenges that take place implementing quality care in health care settings, and the applications are addressed.

HCA5021 - Comparative Health Care Systems (Graduate)

Students will evaluate key population challenges affecting modern societies in the developed and developing world by examining the health systems of 17 countries. Using a consistent framework, a comparison of each country's history, geography, government, and economy, as well as a detailed analysis of the country's healthcare system facilities, workforce, technology, cost, quality, and access, will be explored. Examples of challenges studied include: relations between population, growth, and the environment; population growth and socioeconomic development; and population and maturation of new diseases. Emerging issues in global healthcare are also explored.

HCA6010 - Health Care Administration Research Project (Graduate)

The student will conduct a research study of a topic within the academic discipline of Health Care Administration and document the results in a formal project report. The student will demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, recommend a strategic plan, organizational objectives, regulations, ethics, and threats and opportunities that can be used to make health care more efficient.

HCA7012 - Health Care Industry and Financial Management (Doctoral)

This course is an application of financial management techniques for decision making by health care professionals. This course is designed to prepare students for supervisory and management roles. Course objectives are to understand the underlying importance of the capital management cycle, financial credit analysis, budgeting and debt processes, financial management leadership and planning, and best practices in capital allocation, debt vehicles, and effective financial management. Students will focus on developing an enhanced level of understanding of what it takes to lead healthcare organizations through tough financial times. Mastery of course concepts requires a demonstration of critical thinking and communication skills.

HCA7013 - Legal and Ethical Issues in Health Care Research Management (Doctoral)

This course focuses on research management and ethics within the health care industry. Using cases and examples, the first part of the course focuses on major management and leadership issues and the second part deals with legal and ethically relevant matters. These may include research methods, various publishing and authorship issues, conflicts of interest and misconduct, human subjects, intellectual property, and data manipulation.

HCA7014 - Advanced Concepts and Applications in Health Policy and Management (Doctoral)

This comprehensive course focuses on key principles and practices of health care management, planning, and policy-making. Students will study key principles of the historical development, structure, and operation of the health care delivery system and will explore the way health care is delivered, the role of policy formulation, and health care resource and ethical considerations. Mastery of course concepts requires demonstration of critical thinking and communication.

HCA7015 - Health Care Educational Theory and Application (Doctoral)

In this course, students evaluate the healthcare delivery system and educational theories. This

course utilizes the skills in comprehension, analysis, and synthesis to integrate these frameworks in the design and evaluation of health care industry. Mastery of course concepts requires demonstration of critical thinking and communication skills by a combination of research papers, self-assessments, quantitative reasoning, interviews, observations, case studies, or other activities.

HCA7019 - Managerial Leadership within Managed Health Care Systems (Doctoral)

This course will provide students with an intensive study of all aspects of managed health care. Students will analyze readings from an authoritative text and develop a comprehensive learning portfolio, which focuses on managerial leadership and successful management practices within contemporary health care related organizations.

HCA7020 - Global Issues in Health Care Policy and Management (Doctoral)

Students will examine the global issues of health care policy and management with particular emphasis on global perspectives. These global perspectives are both comparative and trans-national. Thus, the focus will compare the ethical approaches to health system issues in various countries on informed consent, refusal of treatment, physician-assisted suicide, and reproductive health. Finally, the course will address issues regarding U.S. health professionals and organizations providing services in other countries.

HCA7022 - Health Care Strategic Management (Doctoral)

This course examines the integration of business and functional plans, performance audits, organizational culture, gap analysis, and values clarification. Students will conduct analysis of current and future trends and issues affecting health care are reviewed in the context of visioning, strategic planning, and tactical planning. The student will be assessed on the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

HCA8010CAGS - Health Care Administration Capstone Project (Post-Graduate)

Students will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic in health care administration and approved by faculty. Research scope and definitions must be declared before the specific approved project can commence. Students begin with the identification of a problem and progress to research proposed solutions. Important factors such as feasibility, ethics, legal issues and cost are also considered. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final implementation plan.

ENT5000-8 Innovation – The Entrepreneur and Intrapreneur (Graduate)

This is the initial course in the entrepreneurship specialization and serves as the prerequisite for all future courses within the specialization. Prior to the start of this course, it is recommended that students enter the course with a well thought out product or service venture. Students will explore many facets of the potential venture to include new venture feasibility, an analysis of strengths, weaknesses, opportunities and threats (SWOT), and identification of potential investors to determine if the new venture is needed within the marketplace.

ENT5001-8 – Strategic Market Assessments (Graduate)

In this course, students will learn how to identify and analyze the various governmental, business and political challenges and opportunities that exist when operating within emerging national and international markets. The roles of history and tradition are also explored in light of their potential impact on various emerging market economies. The course will require the student to delve into advanced exploration of current topics, marketing of innovations and early stage technologies, the entrepreneurial dimensions of market research and analysis, intellectual property protection and management, and other potential new market plan related topics.

ENT5002-8 – New Venture Formation (Graduate)

The formation of a new venture is an evolutionary process which requires research, analysis, assessment, and reevaluation of a new product or service in a competitive environment. Students will assess various leadership styles and how the styles might enhance venture performance. Students will examine the many business models available and determine how the models may possibly be incorporated into the new venture plan. A cursory analysis of personnel to define needs for skill types and sets will also be performed. Students will evaluate funding and financing options as well as market strategies based on an initial competitive analysis of the marketplace. At the conclusion of the course, students will have completed steps to solidify and clarify their new venture plan through research and analysis.

ENT5003-8 – Venture Capital and Private Equity (Graduate)

Students will develop a plan to research, identify, and acquire the financial resources required for successful funding of the new venture. Funding the new venture will require students to examine business valuation, deal development, debt planning and structure, and the acquisition of venture capital from government agencies (Small Business Administration for example) or interested investors. A clear and succinct plan for funding the new business venture will be paramount to the successful acceptance of the new venture business plan by interested parties such as investors, stakeholders, bankers, or angel funds. Upon completion of the course, students will have a detailed financial plan that can be presented to investors and other interested parties.

ENT5004-8 Sustainable Business Practices (Graduate)

The goal of this course is to explore how the product or service will be effectively integrated into business activities to ensure that the venture is viable and sustainable in the marketplace. Depending on the product or service, students will have to identify any sustainability issues and evaluate if the process required for supporting the product or service is truly sustainable. Future

success will depend on the overall sustainability of the venture processes that will support the new product or service. The course will also require students to examine social responsibility and the impact the new product or service may have on the environment, both today and in the future.

ENT5005-8 – New Venture Business Plan Creation (Graduate)

Students will finalize and complete a new venture business plan that has been the focus of the four prior entrepreneur/intrapreneur specialization courses. At the conclusion of this course, students will have reviewed and finalized all applicable research, preparation, and analysis that was required in the previous courses. The final deliverable is a business plan and investor presentation for a startup business concept. The business plan should be of final form in which it is presentable for interested investors, stakeholders, or other interested parties.

OL7001 - Conflict Resolution and Mediation (Doctoral)

Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OL7002 - Building Organizational Capacity (Doctoral)

There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL7003 - Leadership for Excellence (Doctoral)

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL7004 - Theory and Practice of Organizational Leadership (Doctoral)

In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.

OL7005 - Ethical Leadership (Doctoral)

In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.

OL7007 - Leader as Coach (Doctoral)

In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.

OL7008 - Executive Leadership in Nonprofit Organizations (Doctoral)

In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.

CMP9500P - Doctoral Comprehensive Examination- Psychology (Doctoral)

In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.

DIS9301P - Doctoral Dissertation Research I (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a week. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9302P - Doctoral Dissertation Research II (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9303P - Doctoral Dissertation Research III (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not

successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9304P - Doctoral Dissertation Research IV (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9305P - Doctoral Dissertation Research V (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9306P - Doctoral Dissertation Research VI (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9307P - Doctoral Dissertation Research VII (Doctoral)

In this course, students progress through the final stages of their work toward the doctoral degree. These stages include committee and University approval of a dissertation proposal, application to and approval by the Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the Oral Presentation. There are three required DIS courses: DIS9301, DIS9302, and DIS9303. Each course must be completed in 16 weeks or less. If, at the end of DIS9303, the student has not successfully presented his/her dissertation, s/he must enroll in the next DIS course (i.e., DIS9304, DIS9305) until the dissertation process is complete. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. This course is graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501P - DIS9509P - Doctoral Dissertation 1 - IX (12 credits minimum to 27 credits maximum) (Doctoral)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

RC5000 - Introduction to Academic Writing (Graduate)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001 - Graduate Writing Review (Graduate)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

PSY2000 – Introduction to Psychology

Psychology is the biological study of behavior and mental processes. This course introduces the student to major concepts, theories, and fields within psychology. Major topics of modern psychology will be covered including methodology, physiological psychology, development, sensation and perception, learning and memory, thinking and cognition, abnormal/clinical psychology, social psychology, positive psychology, and applied psychology. The student will have the opportunity to apply these principles to case studies and to everyday life examples. This course is a pre-requisite for all undergraduate PSY courses if not previously taken.

PSY3002 - Abnormal Psychology (Undergraduate)

This course helps students acquire a better understanding of the origins of maladaptive behaviors and their related problems. Students will explore ethical, legal, and social issues related to abnormal psychology and have the opportunity to apply the study of abnormal to everyday life. Students will be examining factors that contribute to the development of mental disorders, and different courses of treatment for them. Finally, students will do an in depth study of a mental disorder that has significant impact on today's society.

PSY3003 - Human Development (Undergraduate)

This course explores the physical, cognitive, moral, and emotional-social development of individuals across the life span. The student will be introduced to the basic theories of human development and how maturation, genetics, and the environment impact development throughout the lifespan.

PSY3004 - Basic Research Methods in Psychology (Undergraduate)

This course provides an overview of research design and methods in the behavioral sciences. The content focuses on core research concepts as well as how creativity and critical thinking can lead to new findings through a systematic research process. The course will also prepare the student for more advanced research courses to follow at the graduate level.

PSY3006 - Social Psychology (Undergraduate)

This basic course provides a general overview of social psychology with specific focus on topics such as the balance between personality and social forces in influencing behavior, how and why we form and end relationships, and the role of the media in promoting aggression and violence. These and other topics will be examined through the lens of social psychology theory and research. Students will have a chance to reflect on the everyday application of social psychology and to learn more about themselves, and their world as a result.

PSY3007 - Ethical and Professional Issues (Undergraduate)

This is an introductory course in ethics, which is designed to provide a general overview of psychology and related fields and to prepare undergraduate students for more advanced coursework in the areas of ethics and law in the helping professions.

PSY3009 - Multicultural Psychology (Undergraduate)

This course explores the impact of culture and cultural diversity on behavior, research methodology, and practice in the field of psychology. It introduces theories used by cross-cultural psychologists; examines the influence of culture on personal development, perception, cognition, gender, health, emotions, communication, and personality; and studies cultural awareness and self-identity.

PSY3011 - Introduction to Statistics in Psychology (Undergraduate)

This course will acquaint students with basic mathematical and statistical concepts used in psychological research. Students will study descriptive and inferential statistical techniques that are often encountered in behavioral research. The course will provide an exposure to many basic quantitative areas of data analysis in psychology, and make connections to other applications in life.

PSY3012 – Evolutionary Psychology (Undergraduate)

Evolutionary psychology is the application of Darwin's theory of evolution to problems of mind and behavior. In this course, we examine major topics of evolutionary psychology such as adaptive design of human brain/mind, parent-child conflict, kinship, mating strategies, altruism, and cooperation, aggression/warfare, culture, and morality and religion. Students will have the opportunity to apply the concepts in this course to real life observations and scenarios.

PSY4200 – Overview of Substance Abuse and Addiction

This course explores various topics in the study of substance abuse addiction. It provides a general overview of the physical, emotional, psychological and cultural aspects of the addictive process on the individual and the various systems that impact misuse, addiction, treatment, and recovery. Topics covered for each category of drug include: general information, incidence and prevalence, mechanism of action, specific psychological and physical effects and treatment approaches.

PSY4201 – Forensic Psychology

Forensic psychology involves the application of psychological principles to the justice system, which includes law enforcement, the courts, corrections and victim services. This course presents an overview of topics that are of concern both to psychologists and members of the legal system. Concepts that will be addressed include criminal profiling, eyewitness testimony, crime scene investigation, victim services, and offender rehabilitation and treatment. Psychological principles related to this course include social interaction, cognitive processes, development issues and physiological processes.

PSY4202 – Community Psychology: Prevention and Change

This course is intended to introduce students to the concepts, values, and practices of Community Psychology. Topics that will be covered include the history of community psychology, stress and social support, social intervention, primary prevention and health promotion, citizen empowerment,

and community diversity. This course also will assist students in identifying traditionally underserved populations and their needs.

PSY4203 – Industrial/Organizational Psychology

Students in this course will explore how psychological theories and research can be applied in organizational settings to improve individual, team and organizational performance. Topics to be covered include methods of job analysis, employee selection, training, performance appraisal, work motivation, leadership and organizational culture. Students will develop an understanding of human behavior in work settings, the variables that have an impact of workers and their productive efficiency and strategies to improve productive human relations in such settings.

PSY4204 – Adult Aging

Aging describes the natural process and developmental changes that occur during adulthood, a much longer span of time than during childhood and adolescence. This course provides an overview of adult developmental issues, with specific focus on the physical, cognitive, and psychosocial aspects of adult development and aging. Changes in sensory processes, cognitive functions, and social relations, among other factors, and the effects of these changes on the psychological health of the individual as well as ways of coping with these stressors will be examined. End of life issues also will be discussed.

PSY4205 – Principles of Mental Health

This course is an introduction and overview to the field of mental health counseling. Topics covered include theoretical perspectives on counseling, current trends, ethics and types of interventions. It examines the clinical, school, group, career and marriage counseling and the activities and challenges mental health counselors may find in these settings.

PSY4206 – Critical Thinking and Personal Development

In this course students will learn the skills of critical thinking. They will learn how to read, think, and write critically, to recognize and evaluate scholarly sources, and to make a logical argument. Students will also learn the basics of recognizing a fallacious argument from a sound argument. The skills learned in this course will serve students in their personal lives as well as help them meet their academic and career goals.

PSY4207 – Psychology of Learning

Psychology of learning covers behavioral learning theory, including classical and operant learning. In addition, this course focuses on more contemporary theories of learning, such as cognitive, neuropsychological and technology enhanced learning.

PSY4208 – Human Sexual Behavior

Students in this course will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, conception, pregnancy, and

childbirth, sexuality and the life cycle, attraction, intimacy, and love, sexuality education, and legal issues related to sexuality.

PSY4209 – Psychology and Health

This course examines the contributions and application of psychological principles and theories to the promotion and maintenance of health and prevention and treatment of illness. It explores the various influences on physical and mental health, including culture and lifestyles, and provides a deeper understanding of the mind-body connection. Topics covered include historical perspectives of health, stress and coping strategies, chronic illness, communicable diseases and pain management.

PSY4210 – Research Project

The student develops an individual research project, either library or field, under the direction of a faculty member. The student will choose a project that addresses the application of psychological theory to local, state, or global issues. Information literacy, search skills, and the formulation of a research paper will also be a focus of the course.

PSY4500 – Capstone in Psychology

Pre-requisite: Completion of all required PSY courses

This Capstone Course in Psychology represents a culmination of the student's undergraduate learning. Students will integrate their knowledge and professional growth through an examination of psychology's history, current status, and future directions. They will plot the development of psychology as a science in relation to other important historical and cultural developments. Students will also review their own progress in psychology, and make plans for their upcoming education.

PSY5101 - Foundations for Graduate Study in Psychology (Graduate)

This course is an orientation to Northcentral University and to the essential skills needed to pursue an MA degree in Psychology. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY5102 - History and Systems of Psychology (Graduate)

This course presents a history of psychology beginning with the early Greeks to the modern era. It shows how philosophy combined with developments in natural science and experimental physiology to form the major schools of psychology today. Developments in the fields of psychology will be assessed in the context of the cultures and the times in which they occurred. Psychological theories, knowledge of important individual and events, and critical thinking are emphasized.

PSY5103 - Professional Ethics, Law, and Psychology (Graduate)

This course examines legal and ethical issues as they relate to the profession of psychology as practiced in any and all settings. Course content includes Standards of Practice, State Licensing and Practice Regulations, and Professional Ethics Codes. This course is a requirement for all graduate students in psychology. It is required for graduate students in the General, Gender Diversity, Industrial/Organizational, and Health Psychology specialties. The main text book discusses some of the concepts from a primarily clinical perspective. Nevertheless, each issue and concept applies to work in each of the four specialties. Students are encouraged to consider the issues from the perspective of their own specialty and interest, and to do their assignments from their perspective of interest.

PSY5104 - Theories of Human Development and Functioning (Graduate)

This is a study of the psychological development of the individual from conception through late adulthood, examining the processes of change and the influences affecting the developing person including motor, language, social and intellectual skills across the lifespan.

PSY5105 - Social Psychology (Graduate)

This course is an overview of social psychology. Specifically, this course will explore how others affect an individual's perceptions, thoughts, emotions, and behavior. We will examine current research as well as historical social psychological concepts, and explore how social psychological constructs impact one's world.

PSY5106 - Biopsychology (Graduate)

Biopsychology explores the relation between the function and structure of physiology, especially the brain, and psychological functioning. This course examines the divisions in biopsychology, how the brain grows, what causes it to be damaged, and how it can regenerate or be repaired. Ethical considerations related to research and developments in neuropsychology and applications of the findings of biopsychology to improve the human condition will also be raised.

PSY5107 - Research Design (Graduate)

The focus of this course is on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students will gain an understanding of the strengths and limitations of each approach, and how these methods apply to the student's area of research interest. This course also provides students with background on research ethics and skills in conducting literature reviews and scholarly writing.

PSY6100 - Theories of Personality (Graduate)

In this course, students will examine, compare and contrast key personality theories. Drawing on classic and contemporary sources, students will be considered 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.

PSY6102 - Multicultural Psychology (Graduate)

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.

PSY6103 - Human Communication: Interviewing Skills (Graduate)

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.

PSY6104 - Positive Psychology (Graduate)

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.

PSY6105 - Capstone Course: Psychology (Graduate)

The Capstone course in Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Psychology.

PSY6107 - Adult Psychopathology (Graduate)

This course 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.

PSY6109 - Career and Lifestyle Development (Graduate)

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.

PSY6110 - Clinical Survey of Substance Abuse and Dependence (Graduate)

Focus on the dynamics of substance abuse and dependence including drugs, alcohol, and marijuana. The impact of substance abuse and dependence on individuals, families, and society is studied. The physiological and psychological processes of dependence will be explored.

PSY6111 - Death and Dying (Graduate)

This course focuses on psychosocial, cultural, behavioral, and ethical issues related to death and dying. Topics include attitudes toward and preparation for death, hospice and palliative care, and end of life decisions. The importance of religion, rites, and rituals in grieving will be discussed. The types and expression of grief throughout the lifecycle also will be examined.

PSY6112 - Evolutionary Psychology (Graduate)

Evolutionary psychology is a new approach to thinking about human nature, and how the evolved human being interacts with environments to produce patterns of cognition, emotion, and behavior. This course examines the ideas and research that forms the basis for evolutionary psychology including topics such as survival as the main human motivation, and how that motivation influences spheres of human behavior such as mating, kinship, aggression, altruism, and warfare.

PSY6113 - Group Psychology (Graduate)

This course examines major research in the social psychology of groups. Topics such as group dynamics, formation, structure, performance, leadership, conflict, intergroup relations, and change, will be addressed and analyzed. Please note that this is not a clinical course, and does not address the therapeutic functioning and conduct of groups.

PSY6114 - Psychological Tests and Measurements (Graduate)

This course 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.

PSY6115 - Psychology of Learning (Graduate)

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.

PSY6116 - Psychology of Prejudice & Discrimination (Graduate)

This course is designed as a comprehensive, research-based overview of the major theories of

prejudice, stereotyping, and discrimination. It involves a psychological analysis of different forms of prejudice and discrimination, including racism, sexism, and ageism. The development, maintenance, and prospects for reduction of prejudice and discrimination against minority groups are studied.

PSY6117 - Psychology of Trauma (Graduate)

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.

PSY6120 - Temperament and Emotions (Graduate)

Theory and research on emotions point to the role of emotions as an evolving survival mechanism. In this course, you will explore the relation between emotions, physiology, and cognition, and the cultural contexts in which emotions occur. After examining the characteristics of different emotions, you will explore their role in the development of personality and in overall mental health and illness. Finally, you will consider how emotions may need to evolve to meet the demand of the future.

PSY6121 - Theories of Psychotherapy and Counseling (Graduate)

This course examines prominent theories in psychotherapy and counseling, from their early beginnings through contemporary times. Approaches such as psychoanalytic, client centered, behavioral, cognitive, existential, gestalt, contemplative, and integrative will be examined. The course also examines the importance of cultural competency in all approaches. Historical bases, underlying personality theories, applications, and case studies for each approach will be considered.

PSY6200 - History of Sex and Sexuality (Graduate)

This course traces the history of sex and sexuality through the ages, including modern women, gay rights and queer movements, and sexual health. Other topics include key theories in gender, sex, and sexuality.

PSY6201 - Psychology of Sex and Sexuality (Graduate)

In this course, students will examine dimensions of human sexuality from physiological, psychological, social and cultural points of view. Topics include an overview of psychosexual development, cultural and individual variations, gender identities, and gender roles.

PSY6202 - Psychology of Gender (Graduate)

This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.

PSY6203 - Introduction to Gender Variance (Graduate)

This course offers a comprehensive biological, social and psychological focus on psychotherapy and counseling with individuals who identify as gender variant and their families. Assessment and treatment are presented through a nonpathologising lens that allows for ethical and competent treatment of the myriad of individuals who identify as members of the transgender community.

PSY6205 - Capstone Course: Gender Diversity Studies (Graduate)

The Capstone course in Gender and Diversity Studies is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Gender and Diversity Studies.

PSY6206 - LGBTQ Affirmative Psychology (Graduate)

This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.

PSY6207 - Gender and Sexual Diversity in Cultural Context (Graduate)

This course examines gender and sexual diversity from a global perspective. Topics to be explored from an ecological developmental perspective include family and social relationships, gender roles, power structures, the influence of religion, and work environments, among others.

PSY6301 - Health Psychology (Graduate)

This course examines how biological, psychological, and social factors interact with and affect: 1. The efforts people make in promoting good health and preventing illness. 2. The treatment of people by medical professionals and responses to treatment. 3. Coping with stress and pain. 4. The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. 5. Personality factors in health. 6. Role of stress on immunity.

PSY6302 - Behavioral Nutrition (Graduate)

This course introduces the student to evidence-based knowledge on the interaction between nutrition, behavior, mental health. 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.

PSY6303 - Stress and Coping (Graduate)

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.

PSY6304 - Coaching for Health and Wellness (Graduate)

This course focuses on evidence based approaches for coaching others in the prevention of illness, promotion of health, and living optimally with chronic illness. Key processes such as goal setting, identification of obstacles, and use of personal support systems will be addressed.

PSY6305 - Capstone Course: Health Psychology (Graduate)

The Capstone course in Health Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Health Psychology.

PSY6401 - Industrial/Organizational Psychology (Graduate)

This course focuses on how psychological principles are applied in work settings. An evaluation of current models and theories used in Industrial/Organizational (I/O) Psychology will be explored. Research methodologies as well as the history of I/O psychology will be investigated. Key concepts include teamwork, work motivation, and job analysis.

PSY6402 - Applied Statistics (Graduate)

This course 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.

PSY6403 - Tests and Measurements in Industrial/Organizational Psychology (Graduate)

This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. It reviews the history and ethics of tests and measurements in Industrial Psychology. Job analysis, performance appraisal, and employee selection will be examined, as well as the merits of personality and vocational testing.

PSY6414 - Small Group Theory and Team Processes (Graduate)

This course examines the small group and team processes in the workplace. Topics include team development, effectively leading teams, the establishment of group norms and goals, group problem solving and decision making, and resolving group conflict. Both research and application of concepts are highlighted.

PSY6415 - Capstone Course: Industrial/Organizational Psychology (Graduate)

The Capstone course in Industrial/Organizational Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Industrial/Organizational Psychology.

PSY6420 - Organizational Development (Graduate)

This course explores the role of the Organization Development (OD) practitioner in supporting and/or leading change in organizations. In order to facilitate change so that it enhances productivity, students will learn about the evolution of organization development, the process of change, and the many types and components appropriate in different OD situations. The goal of this course is for students to be able to both manage and implement interventions to remake the way an organization functions.

PSY6421 - Psychology of Leadership (Graduate)

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.

PSY6422 - Work Motivation and Employee Engagement (Graduate)

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.

PSY6901 - Practicum I (Graduate) (12-week course)

Practicum I is the first of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. The student is required to fully describe these activities in their Learning Contract. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY6902 - Practicum II (Graduate) (12-week course)

Practicum II is the second of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY7011 - History and Systems of Psychology (Doctoral)

This doctoral-level course surveys the development of modern psychology. It provides a thorough introduction to the philosophical underpinnings and the theoretical progressing of the study of the mind and behavior. Key theorists and schools of psychology will be reviewed and their influences on contemporary psychology will be examined.

PSY7012 - Professional Ethics, Law, and Psychology (Doctoral)

This doctoral-level course examines legal and ethical issues as they relate to the profession of psychology. Students will review basic principles of ethics, how ethics are applied in professional settings, and specifically, how various ethical dilemmas present themselves in the practice of psychology. Dilemmas common to practice settings, teaching, and consulting are explored. Students will engage their learning through extensive review and analyses of case studies. Further, students will plot their own ethical development throughout the course.

PSY7013 - Human Development and Functioning (Doctoral)

In this doctoral level course, the student will study 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 motor, language, social, and intellectual development across the lifespan. Students will develop an appreciation of the impact of the cross-disciplinary importance of the study of human development.

PSY7014 - Social Psychology (Doctoral)

In this course, you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.

PSY7101 - Foundations for Doctoral Study in Psychology (Doctoral)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management,

effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY7102 - Scholarly Writing and Professional Communication in Psychology (Doctoral)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.

PSY7103 - Research Methods (Doctoral)

This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University.

PSY7104 - Statistics I (Doctoral)

In this course you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.

PSY7105 - Tests and Measurements (Doctoral)

This doctoral-level course will introduce the student to psychological test construction, administration and interpretation as well as current research in the area. Commonly used tests to assess cognition and personality will be studied.

PSY7106 - Quantitative Research Design (Doctoral)

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

PSY7107 - Statistics II (Doctoral)

This course is an intermediate examination of statistical analyses commonly used for research in behavioral and health sciences. It prepares the doctoral student with the skills required to plan,

conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic) basic ANOVA and advanced ANOVA techniques.

PSY7108 - Qualitative Research Design (Doctoral)

Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

PSY7109 - Planning Dissertation Research in Psychology (Doctoral)

This course focuses on how (a) to conduct effective literature searches, specifically in preparation for the dissertation (b) to develop a plan for writing comprehensive, critical, and synthesized reviews of research literature and (c) to 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 research literature in their topic area and identify potential areas of inquiry for their dissertation.

PSY7115 - Tests and Measurements in Industrial/Organizational Psychology (Doctoral)

This doctoral-level course will introduce the student to psychological test construction, administration and interpretation as well as current research in the area. Commonly used tests to assess cognition and personality will be studied.

PSY8100 - Theories of Personality (Doctoral)

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.

PSY8101 - Multicultural Psychology (Doctoral)

This doctoral-level course is designed to increase awareness of multicultural issues in psychology, including some issues of social diversity, with a focus on theoretical models, research, and techniques and interventions for working with culturally diverse populations in various settings from therapy to the workplace. .

PSY8102 - Biopsychology (Doctoral)

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.

PSY8103 - Cognition, Emotion and Motivation (Doctoral)

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.

PSY8104 - Positive Psychology (Doctoral)

This 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.

PSY8105 - Community Psychology (Doctoral)

This course focuses on theories, research findings, and applications of community psychology. Relationships between environmental conditions and the development of the health and well-being of all members of a community are also examined.

PSY8106 - Human Communication-Interviewing Skills (Doctoral)

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. Note: students will need access to audio or simple video tape equipment to complete the assignments in this course.

PSY8107 - Biopsychology of Sleep (Doctoral)

This course will present the latest science on sleep and dreams and highlight some persistent mysteries concerning dreams. We will review basic properties of sleep and dreams in humans, but we will focus on the scientific literature concerning theories, methods, and findings in the study of dreaming and dreams. Sleep functions and sleep disorders will be covered insofar as they throw light on dreams. The relationship between dream content and waking cognition will be emphasized.

PSY8110 - Psychology of Violence (Doctoral)

Incidences of violence range from interpersonal violence including domestic violence/spousal abuse to workplace violence to worldwide terrorism. In this course, students will become aware of the causes of violence, the impact on victims of violence, and programmatic attempts to reduce violence. Students will explore current research regarding violence and learn prevention and

treatment strategies to use in both professional and personal settings.

PSY8111 - Clinical Survey of Substance Abuse and Dependence (Doctoral)

In this course, students will focus on the dynamics of substance abuse and dependence including illegal and prescription drugs, alcohol, and marijuana. Students will gain a basic understanding of the psychopharmacology of substance use and abuse, and explore the physiological and psychological processes of dependence. In addition, students will explore the interrelatedness of substance abuse with various factors in the individual, the family, and the society.

PSY8112 - Addiction Assessment and Treatment Planning (Doctoral)

This course provides an overview of addiction assessment and treatment planning. Course materials address addiction assessment testing, biopsychosocial interviewing, the Addiction Severity Index (ASI), multi-axial diagnosis, treatment placement based on the ASAM Patient Placement Criteria, and treatment planning.

PSY8113 - Addiction and Related Disorders (Doctoral)

This doctoral-level course is designed as a comprehensive overview of research in addictions and related behaviors. This course presents information on addiction, related disorders, and their associated compulsive behaviors by identifying clinical syndromes associated with substance use disorder, eating disorders, and gambling disorder. In addition, this course explores other compulsive disorders such as sex addiction, workaholism, and compulsive buying. These disorders and compulsive behaviors will be analyzed through a series of case buying. These disorders and compulsive behaviors will be analyzed through a series of case studies, while identifying DSM criteria that are associated with these disorders. This course also examines etiological theories, screening tools, assessment processes, and treatment interventions as well as their co-occurrence with each other or with other psychiatric disorders.

PSY8114 - Co-Occurring Disorders (Doctoral)

This doctoral-level course is designed as a comprehensive overview of co-occurring disorders (sometimes termed dual diagnosis). This course explores several mental disorders that commonly co-occur with substance use disorders. Students will focus on current research and diagnostic criteria (found in the current edition of the *Diagnostic and Statistical Manual of Mental Disorders*) . Primary and secondary differential analysis, assessment, intervention, and treatment will be addressed along with legal, ethical, and cultural considerations.

PSY8115 - Family Systems Approaches to Addiction (Doctoral)

This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.

PSY8116 - Group Therapy (Doctoral)

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.

PSY8117 - Life Coaching (Doctoral)

This doctoral-level course outlines the profession of life coaching and is designed for individuals who have taken previous upper level courses in psychology and are interested in understanding the fundamentals of the coaching profession. During this course, students review coaching ethics, standards, interview skills, communication, strategies and tools, motivation and inspiration, problem solving, goal setting, and life design. This course is ideal for individuals who are interested in completing a full certified coaching program.

PSY8119 - Adult Psychopathology (Doctoral)

This course addresses the way psychopathology is conceptualized, as well as how adult psychopathology is diagnosed. Students will make critical appraisal of current diagnostic systems and consider the cultural and social contexts of psychopathology.

PSY8120 - Child and Adolescent Psychology (Doctoral)

This course explores human development from conception through adolescence. Through reading, research and interaction with fellow students and faculty, this course provides opportunities to experience concepts and theories of healthy cognitive, emotional, and social experiences that can be carried into adulthood. Prevention, effects and recovery from unhealthy experiences will be addressed.

PSY8121 - Psychology of Aging (Doctoral)

This doctoral-level course deals with the biological and psychological changes that occur within adults over time (intra-individual changes) and the extent to which these changes occur at different rates among different individuals (inter-individual differences). Current research will be examined.

PSY8122 - Career and Lifestyle Development (Doctoral)

This doctoral-level course focuses on the theory, application, and skills needed to provide basic career and lifestyle counseling. The developmental and longitudinal changes people experience across the life span are critical to vocational planning. Information covered includes a survey of career development theories and research, career choices, service delivery models, assessment, application of counseling skills, life transition points, educational and career resources, needs of special populations, and professional issues.

PSY8123 - Theories of Psychotherapy and Counseling (Doctoral)

In this course, students will learn the integral approach to theories of psychotherapy and

counseling, integrating multiple theories and approaches to be able to serve the multiple needs of a multifaceted, multicultural clientele. Rather than learning a collection of theories, students will understand how various theories complement each other, and how each contributes to a fuller understanding of the human being. Throughout the course, students will apply and reflect on their learning to develop their own integral, comprehensive approach to this fascinating topic.

PSY8124 - Research Project in Psychology (Doctoral)

This doctoral-level course requires the student to create a research project in coordination with the student's faculty advisor and course faculty member. The student will conduct a research study in the area of specialization or interest, and document the results in a formal project paper that documents the topic, methodology, analysis of results, and discussion/conclusions according to standard research conventions in the field of Psychology. Individual topic areas are to be submitted to and approved by the faculty member. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8125 - Psychology of Perception (Doctoral)

This doctoral-level course will introduce the student to the research into the psychoneuroanatomy of human perception, including vision, audition, taction, olfaction, and gustation. An extension of physiological psychology, psychology of perception delves into the finer points of the cognitive, motor, and limbic inputs that derive from normal and abnormal human sensory perception. The course also helps the student to understand mind-body/body-mind processes through more definitive models of behavior.

PSY8126 - Evolutionary Psychology (Doctoral)

This doctoral-level course provides an introduction to emerging approaches in the social sciences that are linked but not limited to the fields of psychology, sociology, and anthropology. Evolutionary psychology does not refer to a specific set of research topics or content area, but rather to a new approach of thinking about human nature and how it interacts with environments to produce patterns of cognition, emotion, and behavior. Although emerging interest of this approach to psychological theory and investigation is growing, it remains highly controversial.

PSY8127 - Group Psychology (Doctoral)

Students will examine and apply theories related to the structure and processes of groups in multiple settings. The interactive nature of influence between a group and its members, leadership, power, and decision making are only a few of the important topics students will study. Students will examine research and apply theories to group case studies.

PSY8128 - Stress and Coping (Doctoral)

This doctoral-level course provides a comprehensive overview of the theoretical foundations and empirical research on the psychological, physiological, and environmental nature of stress. The impact of acute and chronic stress is examined and emphasis is given to various approaches to stress management.

PSY8129 - Organizational Training and Development (Doctoral)

This course provides an in-depth look at how organizations train and develop associates. Topics include how training content is developed, how content relates to organizational strategy, the importance of needs assessment, effective training evaluation, and appropriate instructional methods. Fundamental psychological theories impacting organizational training and development are highlighted.

PSY8200 - Sexual Issues (Doctoral)

This is a doctoral-level comprehensive course focusing on physiological, psychological, and social cultural variables associated with sexual identity, psychological, cultural, and biological aspects of human sexuality, including an overview of psychosexual development, cultural and individual variations, gender identities and roles, and legal aspects.

PSY8201 - Dynamics of Family Interaction (Doctoral)

This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

PSY8202 - Psychology of Women (Doctoral)

This doctoral-level survey course explores the historical context for the emergence of a multicultural perspective on diversity in the psychology of and by women. This course provides the student with the opportunity to explore the theory and methodology of women's psychology; the context, nature, and meaning of gender; health and therapy; violence and harassment; politics, policy, and advocacy, and illustrates women-centered psychological principles and priorities in action.

PSY8203 - Psychology of Gender (Doctoral)

In this doctoral-level course, students will think critically about the way in which gender is understood from various perspectives. Students will explore the difference between sex and gender, and how gender impacts relationships and communication. Changing gender roles and gender roles in diverse cultures will also be important points. Students will have the opportunity to learn about these topics, as well as to apply and to reflect on these important issues.

PSY8204 - Psychological Aspects of Gender Variance (Doctoral)

This is a doctoral-level course with a comprehensive focus on ethical, appropriate psychotherapy and counseling across the lifespan with individuals that identify as gender variant. The course addresses clinical competencies, theoretical approaches to understanding gender variance, and treatment modalities with both children and adults. The course assumes a basic working knowledge of the current thinking on transgender issues.

PSY8205 - Psychology and the Gay, Lesbian and Bisexual Population (Doctoral)

This is a doctoral-level course focuses on advanced issues in psychotherapy and counseling with individuals who identify as Gay, Lesbian, or Bisexual (GLB). This course also explores clinical models, family function and dynamics, ethical principles, and counseling techniques.

PSY8300 - Health Psychology (Doctoral)

This doctoral-level course examines how biological, psychological, and social factors influence the individual's physical health and well being. Key topics include health promotion and illness prevention, and stress management. The role of health psychologists will be discussed, including how they contribute to healthcare programming and policy. Global health concerns also will be addressed.

PSY8301 - Psychosocial Factors in Health (Doctoral)

The body-mind connection is a well-researched topic in the field of medicine and psychology. This course will help the student become aware of the body of research surrounding the impact of behavior, psychology, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethnocultural background influence health-related behaviors.

PSY8302 - Behavioral Nutrition (Doctoral)

The interaction of behavior and nutrition is an increasingly important one as nutrition and eating patterns impact the brain and behavior. In this course students will analyze reliable sources of information and statistics in the field of behavioral nutrition, apply ethics and a sensitivity to diversity in developing public health nutrition programs, and utilize text and graphics in communicating information in this field.

PSY8303 - Eating Disorders and Obesity (Doctoral)

This course surveys topics related to eating disorders and obesity, including etiology, assessment, diagnosis, treatment, and prevention. Specific focus is given to the dispositional, social, and cultural factors associated with the development and maintenance of disordered eating patterns. Implications for psychological and physical health are examined.

PSY8304 - Complementary and Alternative Medicine (Doctoral)

This course takes an evaluative look at complementary and alternative methods (CAM) aimed at promoting health and wellness. Evidence based practice in the application of complementary and alternative methods to health will be explored, as will the increasing use of CAMs in traditional medicine, and their comparative importance among diverse groups.

PSY8305 - Consultation and Interventions in Health Care Settings (Doctoral)

Consulting in health settings requires an array of personal skills, knowledge and 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.

PSY8320 - Psychology of Traumatic Stress

Students will identify the different types of trauma and disaster and their antecedents. The neurological implications of traumatic stress will be explored. The history of the field of trauma psychology will be examined. Trauma research and treatment also will be reviewed.

PSY8322 - Disaster, Terrorism, and Mass Violence: Impacts on Mental Health

This course reviews human-caused trauma and disaster, including mass shootings, bombings, riots, exposure to biohazards, and acts of terrorism, and their impacts on mental health. It will examine survivor and responder reactions and needs, and introduce strategies to assist individuals in moving on with their lives post-traumatic events.

PSY8323 - Trauma-informed Assessment, Risk, and Diagnosis

This course provides a foundation for the assessment and diagnosis of acute and long-term symptoms associated with traumatic experience. Various measurements of post-traumatic stress will be examined. Attention will also be given to identifying individuals at continued risk for traumatic stress.

PSY8324 - Trauma-informed Interventions with Disaster and Trauma Survivors

Students will examine the theories and techniques related to crisis intervention. The roles, responsibilities, and functions of crisis counselors as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event also will be reviewed. Note: This is not a counseling course.

PSY8330 - Mental Health and Aging

In this course, students will review psychological aging and mental health, an area often misunderstood by older adults, family, caregivers and medical professionals. Common mental health issues such as depression, addiction and anxiety faced by older adults will be addressed. Neurological changes, including Mild Cognitive Impairment (MCI) and dementia spectrum disorders, will be examined. Symptoms, assessment, and treatment options for mental health issues in this population are complicated with the presence of other physical problems and associated medications and treatment. Other topics to discuss include risk factors for non-medication compliance, elderly neglect and abuse in residential homes, loneliness and cross culture differences in coping strategies and social support.

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medication compliance, elderly neglect and abuse in residential homes, loneliness and cross culture differences in coping strategies and social support.

PSY8331- Aging, Families and Elder Care

In this course, students will examine the gamut of helping services known as elder care. These services include basic assistance with activities of daily living (ADLs), to rehabilitation care, aging in place, familial caregiving, long-term care and hospice. This course focuses on the concepts, theories and strategies related to the care of older adults. Common concerns related to elder care needs will be discussed including the emotional strains families may face. A key component of the course will be identification of caregiver strategies, including support groups, respite care and other community resources.

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PSY8332 - Multicultural Perspectives of Aging

In this course, students will examine multicultural influences on the aging process on individuals. Topics to be covered include attitudes toward aging and well-being, social support, elder care, and end of life issues. Gender and ethnic differences in aging experiences will be discussed. Concerns related to special populations also will be addressed.

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PSY8333 - Psychological Practice in Gerontology

This course addresses the psychologist's role in elder care management. Topics to be covered include an overview of psychological assessment and evaluation as applied to aging adults as well as therapeutic techniques and intervention related to elderly on individual, group and family level. Ethical considerations in geropsychology practice also will be discussed. Areas of practice such as clinical settings, government and nonprofit agencies, nursing homes, also will be reviewed.

This course addresses the psychologist's role in elder care management. Topics to be covered include an overview of psychological assessment and evaluation as applied to aging adults as well as therapeutic techniques and intervention related to elderly on individual, group and family level. Ethical considerations in geropsychology practice also will be discussed. Areas of practice such as clinical settings, government and nonprofit agencies, nursing homes, also will be reviewed.

PSY8334 - Death and Dying

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.

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PSY8325 - Gender and Cultural Considerations in Disaster Trauma and Response

This course explores diverse populations and their experiences and reactions to various types of trauma. Among the topics addressed are culturally appropriate and effective community interventions designed to foster resilience.

PSY8401 - Leadership and Management (Doctoral)

In this course, students will gain an appreciation of leadership and how it differs from management. Students will approach these topics through a review of literature. Self-assessment on key leadership scales will help the student understand their own profile as leaders, as well as gain additional insight in the characteristics of leaders.

PSY8402 - Work Motivation and Attitudes (Doctoral)

This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. Strategies for increasing motivation and improving job attitudes, as well as important issues such as diversity, workplace misbehavior, and stress are addressed.

PSY8403 - Organizational Development (Doctoral)

This course provides an overview of theory, research and practice related to the implementation and management of change in organizations. The role of culture, climate and leadership in planned organizational change is explored.

PSY8404 - Consulting in Business, Education, and Health

Consulting in schools, businesses, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY8406 - Multivariate Statistical Analysis (Doctoral)

The central theme of this course is the general linear statistical model and its derivative methods

including multivariate analysis of variance (MANOVA), MANCOVA, factor analysis, discriminant analysis, cluster analysis, linear modeling, path analysis and structural equation modeling. The course covers theoretical, computational, and interpretive issues of multivariate exploratory and inferential statistical procedures.

PSY8500 – Mental Health Service Policy

Mental health encompasses an extensive and diverse range of services in the United States including substance abuse, school-based mental health, and mental health in the criminal justice system. This course will explore these services as well as approaches to identifying persons who suffer from mental illness, treatment settings, and research and evaluation of mental health policy.

PSY8501 – Mental Health Administration and Management

Effective development, integration, and maintenance of a mental health organization are necessary in today's market in order to have sustainability. How ideas will be transformed into reality will be reviewed and how an organization adapts to change will also be discussed. Students in this course will be asked to analyze strategic management factors such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.

PSY8502 – Comparative Analysis of Psychotherapies

In this course the student will analyze the complicated issues associated with various contemporary therapies used by behavioral health practitioners. The student will be exposed to core and peripheral elements of the most commonly used approaches to treating minor and major mental illnesses and behavioral challenges. Methods of therapeutic accountability, clinical feedback and outcome monitoring which can be used across all therapeutic approaches will also be examined.

PSY8503 – Evidence-Based Treatments

Evidence-based treatments refer to mental and behavioral health interventions for which systematic and empirical research is provided to assess the effectiveness of treatments. Students in this course will be asked to analyze and evaluate treatment approaches in regards to moral, empirical, and political criteria. Students will also be expected to evaluate and synthesize considerations for "good practice" in the absence of empirical evidence and to appraise and select appropriate instruments for evaluation. An overview of the evidence-based culture will also be explored.

PSY8504 – Psychology and Finance

This course will examine how human psychology influences economic conditions and socio-economic institutions. The student will explore psychological factors, such as fairness, corruption, bad faith, money illusion, confidence, and stories, and how these factors influence the global economy. The student will also examine biases related to financial decision making and economic risk taking as these relate to status-seeking behavior.

PSY8505 – Mental Health and the Courts

The intersection of mental health policy, practice, and the law is complicated. In this course the student will be exposed to psycho-legal concepts such as those involved in the use of behavioral health evidence in courts, therapeutic jurisprudence, juvenile delinquency, child abuse and neglect, competency to stand trial, and personal rights.

PSY8510 - Therapeutic Alliance

This course presents an overview of the importance of the therapeutic alliance in the helping relationship. The student will examine the historical, empirical, and theoretical basis of contemporary therapeutic relationship models. Examining core qualities that enhance the therapeutic relationship and working alliance as opposed to specific treatment techniques represents an alternative area of focus in establishing evidence-based care. Professional service and research issues will be explored.

PSY8600 - Integrated Theories of Addiction and Rehabilitation

This course is designed for the advanced practitioner and those with a working history in addiction treatment interested in learning more about integrated theories of addiction and rehabilitation. Topics to be covered include the history of alcohol and other drug treatment, models and theories of addiction, and neurobiology of addiction with specific focus on a variety of evidenced based approaches. Highlights include a focus on how substances affect the users, the resulting impairments, the recovery process, and how the integration of addiction theory and practices that support rehabilitation.

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PSY8601 - Case Management Approaches and Methods

In this course, students will focus on methods and approaches to case management as well as the multifaceted role of the modern case manager. Students will examine the functions of case management within the therapeutic process and identify the responsibilities of case management in evaluation and follow-up in a variety of treatment settings.

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PSY8602 - Clinical Supervision

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.

This course investigates the interconnection in people's lives between biological experiences, intellectual/psychological processing, emotions, and relationship interactions. The connections between these levels of functioning will be explored in terms of their influence on behavior, neurology, immune system functioning, emotional states, stress response, somatic experience, and relational interactions. Psychoeducation, mindfulness, and other brief intervention approaches will be addressed.

PSY8603 - Advanced Clinical Supervision: Leadership

This course explores the advanced skills and expanded knowledge areas necessary for continued development as a clinical supervisor. Topics include the development of a personal model of clinical supervision and its application via practice and/or current supervisory responsibilities. Practical issues that arise in supervision including managing crises and legal dilemmas will be emphasized. The development of leadership and other skills necessary to enhance one's performance in mentoring counselors also will be addressed. Prerequisite: PSY8603

This course explores the advanced skills and expanded knowledge areas necessary for continued development as a clinical supervisor. Topics include the development of a personal model of clinical supervision and its application via practice and/or current supervisory responsibilities. Practical issues that arise in supervision including managing crises and legal dilemmas will be emphasized. The development of leadership and other skills necessary to enhance one's performance in mentoring counselors also will be addressed. Prerequisite: PSY8603

PSY8604 - Addiction Treatment and Special Populations

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 these individuals will be emphasized.

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PSY8605 - Evidence-Based Practice in Addictions and Rehabilitation

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.

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PSY8900 - Practicum I (Doctoral)

Practicum I is the first of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. The student is required to fully describe these activities in their Learning Contract. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8901 - Practicum II (Doctoral)

Practicum II is the second of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8905 - Pre-Doctoral Internship (Doctoral)

Students who wish to acquire state licensure are likely to need to complete a pre-doctoral internship (please see current catalog for more information regarding internships). This is typically a

2000 hour internship placement that consists of intensive training in interdisciplinary settings in areas of clinical work such as child and family assessment, individual child and adolescent therapy, play therapy, parent counseling, parent groups, family therapy, child and adolescent group therapy, crisis intervention, and consultation. Supervision is an important component of any internship. Interns generally should receive from four to six hours of individual supervision weekly from three to five different supervisors. Supervision can be interdisciplinary with at least one clinical psychologist as a supervisor in each placement. This course carries 1 credit hour. Students can enroll as many times as needed to meet their state's requirements. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. Prospective interns must have completed both of the Psychology practicum courses (or their equivalent) prior to applying for internship. The Practicum courses are PSY8900 and PSY78901.

Since the latter part of 2011, new students entering the following programs have been automatically enrolled in courses that are eight weeks in length. At the time of the change, continuing students were given the option of 12-week or 8-week courses:

- Master of Business Administration
- Certificate of Advanced Graduate Studies - Business
- Doctor of Business Administration
- Doctor of Philosophy in Business Administration
- Master of Education
- Certificate of Advanced Graduate Studies - Education
- Doctor of Education
- Doctor of Philosophy in Education

As of April 22, 2013 courses in all Bachelor's degree programs in all Schools were changed to eight weeks in length, for both new and continuing students. All Master's degree courses in the School of Psychology are 8 weeks in length.

In the degree plan sections of the Catalog (Sections 11 through 14) eight-week courses are indicated by a "-8" (dash eight) at the end of the course code. Because in some cases both a 12- and 8-week version of the same course exists, descriptions are listed in the Course Description section of the Catalog by the base course code number only.

Academic Administration

Name	Qualifications
Burrus, Scott – Provost and Chief Academic Officer	PhD, Psychology Northcentral University MA, Applied Psychology Golden Gate University BA, History of Art and Architecture University of California, Santa Barbara
LaNear, John – Senior Vice President of Academic Affairs	PhD, Educational Leadership and Policy Analysis University of Wisconsin-Madison MS, Educational Leadership and Policy Analysis University of Wisconsin-Madison J.D. School of Law University of Missouri-Kansas City BA, English Missouri State University
Henline, Branden - Vice President of Teaching and Learning	PhD, Marriage and Family Therapy Texas Tech University MS, Marriage and Family Therapy Auburn University BS, Family Studies Brigham Young University

Faculty Resource Center

Name	Qualifications
Johnson, Tracey, Director	EdD, Curriculum and Instruction West Virginia University
Adams, Rebecca, Associate Director	PhD, Applied Linguistics Georgetown University M.A., TESOL, Brigham Young University B.A., Linguistics, Brigham Young University B.A., German, Brigham Young University
Orlando, John, Associate Director	PhD, Philosophy University of Wisconsin
Morgan, Sharon, Manager, Faculty Support	MBA, Keller Graduate School of Management BSBA, DeVry University

Graduate School – Dean, Assistant Deans, and Graduate School Dissertation Chairs

Name	Qualifications
Bradley, Gregory - Dean, Vice President, Office of Research	PhD, Business Administration - Northcentral University MBA, University of Southern Mississippi
Fulginiti, John -	PhD - Educational Psychology

Assistant Dean	University of Arizona M.A., University of Arizona B.A., University of Arizona
Mika, Eva - Assistant Dean	PhD, Clinical - Community Psychology DePaul University MA, DePaul University BS, Psychology University of Illinois, Urbana-Champaign
Akagi, Cynthia	PhD, Human Ecology, Kansas State University MS, Kansas State University BA, Fort Hays State University
Anderson, Shannon	PhD, Human Development (emphasis MFT), Virginia Polytechnic Institute and State University MS, Family Sciences, Brigham Young University BS, Psychology, Brigham Young University
Barton, Craig	PhD, Education Instructional Technology, Wayne State University MSA, General Business Administration, Central Michigan University BSME, Mechanical Engineering, Wayne State University
Becker, Chad	PhD, Curriculum and Instruction, Indiana University MS, Education, Purdue University BS, Secondary English Education, State University College at Buffalo
Benuto, Lorraine	Licensed Clinical Psychologist State of Nevada Board of Psychological Examiners PhD, Psychology, University of Nevada, Las Vegas MA, Psychology, University of Nevada, Las Vegas BA, Psychology, Dominican University of California
Blackwell, (Mary) Jill	PhD, Experimental/Developmental Psychology, DePaul University MA, Experimental/Developmental Psychology, DePaul University BA, Liberal Arts, DePaul University
Blyler, Diane	PhD, Human Development and Family Studies, Iowa State University Graduate Certificate Public Management MS, Mental Health Counseling, Shippensburg University MFA, Writing, Vermont College MA, English, Bloomsburg University
Brizek, Michael	PhD, Management, Pamplin College of Business MHRT, Administration, University of South Carolina BS HRT, University of South Carolina
Buckley, Robin	PhD, School and Clinical Psychology, Hofstra University

	MA, Psychology, Hofstra University BA, Psychology, Marist College
Chappell, Kelley	PhD, Social Psychology, University of South Carolina MA, Experimental Psychology, University of South Carolina BA, Psychology, University of South Carolina
Converso, Judith	PhD, Educational Research, Florida State University EdS, Educational Leadership and Supervision, Stetson University MA, Curriculum and Instruction, State University of New York, Fedonia BA, Social Science Elementary Education, Nazareth College AA, Humanities, Jamestown Community College
Cummins, Linda	PhD, The Ohio State University, College of Social Work MSW, The Ohio State University BES, Thomas More College RN, Bethesda Hospital School of Nursing
Curda, Leslie	PhD, Educational Psychology and Instructional Technology, The University of Oklahoma BA, Elementary Education with Early Childhood Certification, Eckerd College BA, Psychology, Eckerd College
Dickson, Ryan	PhD, University of New Hampshire MS, Psychology, Western Washington University BA, Psychology, University of North Carolina at Wilmington
Dnes, Antony	PhD, Economics, University of Edinburgh Scotland L.L.B. Laws – University of London, United Kingdom MLitt Economics of Natural Resources, University of Aberdeen Scotland BA, Economics, University of Leicester England
Dorn, Frederick “Fred”	PhD, Counselor Education, Iowa State University MA, Counseling & Educational Psychology, New Mexico State University BA, English, New Mexico State University
Duffy, Jennifer	PhD, Higher Education Administration/Adult Learning, Boston College MA, Higher Education Administration/Adult Learning, Boston College BA, Political Science, Amherst College
Fish, Wade	PhD, Special Education, University of North Texas MEd, University of North Texas MA, University of Louisville BBA, Baylor University

Fore, C. Jerome	PhD, Educational Psychology, Special Ed and Statistics, Southern Illinois University EdS, Education and Counseling, Alabama State University MEd, Special Education, Alabama State University BS, Special Education and Psychology, Alabama State University
George, Robert	PhD, Educational Thought and Sociocultural Study, University of New Mexico MA, Psychology, University of N. Colorado BA, Biology, Harding University
Halkias, Daphne	PhD, Psychology, Alliant International University MA, Counseling Psychology, Alliant International University BA, Psychology, Alliant International University
Hickman, Gregory	PhD, Education and Child/Adolescent Behavior, The Ohio State University MS, The Ohio State University BA, The Ohio State University
Jennings, Miranda	PhD, Educational Psychology Cognition and Instruction, University of Connecticut MS, University of Connecticut BA, Colby College
Kimmel, Sharon	PhD, Applied Social Research, Lehigh University MHA, Health and Human Resource Administration, University of Scranton BS, Community Health Education and Sociology, Texas State University
Klenke, Karin	PhD, Industrial/Organizational Psychology, Old Dominion University MS, Psychology, Old Dominion University BS, Psychology, summa cum laude, Old Dominion University
Leany, Brian	PhD, Clinical Psychology University of Nevada, Las Vegas MA, Psychology University of Nevada, Las Vegas BA, Distinguished Graduate San Diego State University AA, College of the Desert
Lowrance, Sherry	PhD, Government, University of Texas Austin MA, Arab Studies, Georgetown University School of Foreign Service BA, Political Science, University of California at San Diego
McNamara, Patrick	Postdoctoral Fellowship, Aphasia Research Center, Boston VA Medical Center

	<p>PhD, Behavioral Neuroscience (Human Neuropsychology), Boston University BA, Psychology, Boston University</p>
Miller, Heather	<p>PhD, Biology Education, University of Northern Colorado MS, Rangeland Resources, Oregon State University BS, Wildlife Biology Washington State University</p>
Nguyen, Trent	<p>PhD, Social Work, University of Texas at Arlington MA, Counseling MA, Pastoral Theology BS, Psychology</p>
O’Byrne (Koetting), Kristin	<p>PhD, Counseling Psychology, University of Missouri Kansas City MA, Counseling Psychology BA, Psychology</p>
Pitchford, Daniel	<p>PhD, Psychology, Saybrook Graduate School and Research Center MA, George Fox University BA, Northwest Christian College</p>
Rademaker, Linnea	<p>PhD, Curriculum and Instruction—Aesthetics Education, University of Ill Urbana-Champaign Master of Music Piano Performance Bachelor of Music BS, Theater</p>
Robertson, Suzanne	<p>PhD, & MS, Human Development and Family Studies, The Pennsylvania State University BS, Worcester State University</p>
Rosenberger, Joshua	<p>PhD, Health Behavior, Indiana University MPH, Behavioral Health Science BS, Biology</p>
Schnarrs, Phillip	<p>PhD, Health Behavior, Indiana University Doctoral Fellowship Center for Research in Pop Health Fenway Institute MA, Sociology, Indiana University of Pennsylvania BS, General Studies, Indiana University of Pennsylvania</p>

Sharf, Ruth	PhD, Neuropsychology, Graduate Center New York MA, Psychology BA, Psychology
Shriner, Michael	PhD, Family and Child Sciences, Florida State University MS, Clinical Psychology, Graduate Certificate in Measurement and Statistics BA, Psychology
Spiker, Barry	PhD, Organizational Communication, Ohio University MA, Ohio University BGS, Ohio University
Stansbury, Kathy	PhD, Developmental Psychology, UCLA MA, Developmental Psychology BS, Psychology
Throne, Robin	PhD, Educational Research and Evaluation, Union Institute MA, English BS, Human Services
Wallio, Stephanie	PhD, Clinical Psychology, University of Kansas MA, Clinical Psychology BS/BA, Psychology
Watkins, Julia	PhD, Public Health, University of South Carolina MPH, University of South Carolina BA, Ergonomics, University of California Santa Barbara
Wetzler, Elizabeth	PhD, Experimental Social Psychology, Tulane University MA, Psychological Measurement and Statistics BA, Psychology
Williams, Peter	PhD, Educational Human Resource Development, Texas A&M University Med School Supervision, Abilene Christian University BA, Spanish, Sam Houston State University
Wood, Debra	PhD, Neurobiology, Georgia State University MSIM, Georgia Institute of Technology (equivalent to MBA) BBA, North Georgia College
Zaikina-Montgomery, Helen	PhD, Experimental Psychology, UNLV MA, Experimental Psychology BA, Psychology

Graduate School – Directors

Name	Qualifications
Hussey, Heather, Director	PhD, Psychology

of Research Curriculum and Doctoral Practice	University of New Hampshire MST, College Teaching University of New Hampshire MA, Psychology University of New Hampshire BA, Psychology University of New Hampshire BA, Criminal Justice Studies University of New Hampshire
Jensen, Rita, Director of Dissertation Management	PhD, Education, Iowa State University MAEd, Education of the Gifted, University of Northern Iowa BS, Elementary Education, Calvin College BA, English, Cornerstone University.
Lehan, Tara, Director of Assessment and Doctoral Practice; Interim Director of Institutional Research	PhD, Marriage and Family Therapy, Florida State University MS, Marriage and Family Therapy, East Carolina University BS, Psychology, College of William and Mary
Loubier, Cynthia, Director of Dissertation Adjunct Faculty and Doctoral Practice	PhD, Organizational Psychology Alliant International University MA, Management Consulting & Organizational Development California School of Professional Psychology BS, Organizational Behavior & Management University of San Francisco
Rasmussen, Heather, Director of Research Resources and Doctoral Practice	PhD, Counseling Psychology, University of Kansas MS, Counseling Psychology, University of Kansas BA, Psychology and Communication Studies, University of Iowa
Siaya, Laura, Director of Faculty Training and Doctoral Practice	PhD, Educational Administration and Policy Analysis, University of Minnesota MA, Education, Curriculum and Instruction, University of Minnesota BA, Political Science, University of Minnesota

School of Business and Technology Management

Name	Qualifications
Bemski, Peter - Dean	PhD, University of Colorado, Denver MA, Boston College BA, University of Colorado, Boulder
Carter, Pam - Assistant Dean	PhD Florida State University MBA, University of Maryland BIS, George Mason University
Allen, Rhonda	PhD, University at Albany

	MPA, California State University BA, University of Southern California
Dickinson, Barry	PhD, Drexel University MBA, LaSalle University BSM, Rutgers University
Johnson, David	PhD University of Minnesota MBA, Northwestern University BS, University of Illinois
Kim, Namhee	PhD University of Minnesota MEd, Ewha Woman's University, Korea Bachelors, Ewha Woman's University, Korea
Mikell, Ted	PhD, Nova Southeastern University MMIT, University of Dallas
Moore, David	PhD Nova Southeastern University MS, Nova Southeastern University BA, Thomas A. Edison State College
Scott, Jennifer	PhD, Capella University MA, University of Phoenix BS, Park College
Voris, Michael	PhD Florida International University MIM, Thunderbird Graduate School of International Management BS, University of Arizona

School of Education

Name	Qualifications
Wardlow, Rebecca - Dean	PhD, Educational Leadership University of California MA, Education Administration University of California BA, Psychology San Diego State University
Assistant Dean	
Graham, Gordon	PhD, Continuing Education

	<p>University of Calgary Masters, University of Calgary B.A., Ambassador College B.Ed., University of Calgary</p>
Kelsey, Marla	<p>EdD, Child and Youth Studies Nova Southeastern University MAED, University of Michigan at Ann Arbor MBA, University of Phoenix BA, Western Michigan University</p>
Leggett, Allison	<p>EdD, Educational Leadership University of Phoenix MS, Pepperdine University MA, Pepperdine University BS, University of California at Los Angeles</p>
Pucci, Thomas	<p>PhD, Education, Curriculum and Instruction University of New Mexico MA, Physical Education University of Pacific BA, Physical Education California State University (formerly known as Sacramento State College)</p>
Selke, Mary	<p>PhD, Marquette University MEd, Cardinal Stritch College BFA, University of Wisconsin</p>
Stern, Craig	<p>EdD, Educational Leadership Northern Arizona University</p>
St. Louis, Lisa Lianne	<p>PhD, Classics University of Ottawa MEd, Higher Education Leadership Northcentral University M Studies, Classics University of Oxford BA, Classics University of Toronto</p>
Walters, Kelley	<p>PhD, Reading and Language Arts Oakland University MA, Reading</p>

	<p>Eastern Michigan University BA, Elementary Education Michigan State University</p>
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School of Marriage and Family Sciences

Name	Qualifications
Billings, James - Dean	<p>PhD, Marriage and Family Therapy Loma Linda University MA-MFT, Pacific Lutheran University BS, Psychology Brigham Young University</p>
Adamson, Darren, Assistant Dean	<p>PhD, Marriage and Family Therapy Brigham Young University MS, Marriage and Family Therapy Brigham Young University BA, Family Relations Weber State University Certificate, Gerontology</p>
Bamond, Roxanne	<p>PhD, Marriage and Family Therapy, Nova, Southeastern University MS, Marriage and Family Therapy, Nova, Southeastern University BA, Sociology, University of Florida</p>
DuPree, W. Jared	<p>PhD, Human Ecology (MFT specialization), Kansas State University MBA, International Business, University of South Carolina MS, Family Therapy, University of Southern Mississippi BS, Human Development, Utah State University</p>
Goodwin, Annabelle	<p>PhD, Human Development, Virginia Polytechnic University MEd, Marriage and Family Therapy, University of Oregon BS, Family and Human Services, University of Oregon</p>
Kelley, Lisa	<p>PhD, Family Therapy Nova Southeastern University MS, Family Therapy Nova Southeastern University</p>

	BS, Psychology Nova Southeastern University
Perry, Wayne	PhD, Marriage and Family Therapy, Amridge University DMin, Theology, Emory University MDiv, Divinity, Wesley Theological Seminary BA, Psychology, Campbell University
Postanowicz, Patricia	PhD, Marriage & Family Therapy Florida State University MS, Counseling Psychology Northeastern University BA, Psychology Clark University
Thomas, Shay	DMFT, Marriage and Family Therapy, Nova Southeastern University MS, Professional Counseling, Georgia State University BS, Psychology, Georgia State University
Watters, Yulia	PhD, Marriage and Family, Nova Southeastern University Grad Cert, Medical Family Therapy, Nova Southeastern University MS, Marriage and Family Therapy, Nova Southeastern University BS, Psychology, Geneva State University
White, Mark	PhD, Human Ecology (MFT Specialization), Kansas State University MS, Marriage and Family Therapy, Brigham Young University BA, Family Living, Brigham Young University
Winter, George	PhD, Marriage and Family Therapy, University of Connecticut MA, Marriage and Family Therapy, University of Connecticut BA, Psychology, University of California, Berkley

School of Psychology

Name	Qualifications
Hausmann, Robert - Dean	PhD - Cognitive Psychology Yale University MPhil MS - Psychology, Yale University BA, Psychology/ Computer Science Drew University
Shapira, Bettina - Assistant Dean	PhD, Professional Counseling Capella University MS, Mental Health Counseling

	<p>Capella University MA, Northern Arizona University BA, Art History/Education Christian Albrechts University, Kiel Germany</p>
Grant, Barry - Program Director	<p>PhD, Counseling Psychology Northwestern University MS, Counseling Psychology George Williams College BA, Philosophy Northwestern University</p>
Harris, Alycia	<p>PhD, Psychology, Research and Eval Walden University MS, General Psychology Walden University BS, Individualized Studies Charter Oak State College</p>
Klein, Jeannine	<p>PhD, Psychology Saybrook University MS, Uran Studies University of Wisconsin, Milwaukee BA, Journalism Marquette University</p>
Lichtanski, Kristopher	<p>PhD, Clinical Psychology Capella University MS, Clinical Psychology University of A. Mickiewicz, Poland MA, Clinical Psychology New College of California BA, Counseling Psychology San Jose State University</p>
Reay, William	<p>PhD, Psychology University of Nebraska MA, Psychology University of Nebraska BA, Westminster College</p>
Streit, Mary	<p>PhD, Applied Psychology Hofstra University MA, Applied Psychology Hofstra University BS, Psychology SUNY at Stony Brook</p>
D'Elia, Barbara	<p>PhD, Psychology, United States International University MA, Psychology, University of West Georgia BA, Psychology, Duquesne University</p>