National University

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

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

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

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Message from the President

Dear Student,

On behalf of our entire community, welcome to **National University** (NU). As part of the **Navigator family**, you join a connected community of learners from across the nation and around the world. From your first course onward, you'll be supported by students, alumni, faculty, and staff, all committed to helping you succeed.



At NU, we believe education should support the whole person. Our **Whole Human Education™** approach—built on Five Pillars of Support: academic, career, financial, family, and emotional—helps you thrive while balancing life's other responsibilities. The majority of our students are nontraditional, often managing careers, military service, and family. As **ANDers™**—students who pursue their education while fulfilling many other vital roles—you bring unique strengths and perspectives to our community.

Founded in 1971 by a Veteran, NU has long been dedicated to accessible, affordable education for working adults and military-connected learners. Today, we offer more than 150 programs in flexible formats—including on-ground, online, hybrid, and metaverse courses—with both four- and eight-week options, as well as group and individual learning models. Taught by faculty with real-world expertise and supported by innovative technology and proactive advising, our programs are designed to help you reach your goals, whether advancing in your career, gaining new skills, or achieving personal fulfillment.

National University earned the prestigious **Carnegie Classification® "Opportunity Colleges and Universities – Higher Access, Higher Earnings**," recognizing our commitment to affordability, workforce outcomes, and expanding research capabilities. This honor underscores our mission to promote student success and socio-economic mobility through education that opens doors to possibility.

As one of the nation's largest private nonprofit universities, NU serves more than 130,000 learners annually and supports a global alumni network of over 250,000. Nearly a quarter of our students are military-affiliated, 40 percent are first-generation learners, and more than half of our graduates are women—reflecting our proud history of expanding access and opportunity.

Welcome again to **National University**. We are honored to support you—through your first course, your walk across the commencement stage, and into your future as an **NU alum**. Stay connected with your NU community through our social channels, where you can share your journey, celebrate milestones, and be inspired by fellow Navigators.

Wings Up!

Mark D. Milliron, Ph.D.

Sites

National University Sites	
SPECTRUM - MAIN CAMPUS 9388 Lightwave Ave. San Diego, CA 92123-1426 P: 858-541-7710	**CERRITOS COMMUNITY COLLEGE UNIVERSITY CENTER** 11110 Alondra Blvd Business, Humanities and Social Science Division, SS-23 (Basement) Norwalk, CA 90650 P: 562-467-5000 Ext 2789
COLLEGE OF THE CANYONS UNIVERSITY 26455 Rockwell Canyons Rd. Suite 204E Santa Clarita, CA 91355 P: 818-932-2461	**FRESNO** 20 E River Park Place West Fresno, CA 93720-1551 P: 559-256-4950
LOS ANGELES 5230 Pacific Concourse Drive 4th Floor Los Angeles, CA 90045-6905 P: 310-662-2005	**PLEASANT HILL** JFK School of Psychology and Social Sciences - PsyD Campus 100 Ellinwood Way Pleasant Hill, CA 94523-4817 P: 925-969-3300
PALOMAR COMMUNITY COLLEGE 11111 Rancho Bernardo Road Office #235 San Diego, Ca 92127 P: 858-210-0215	**PORTERVILLE COMMUNITY COLLEGE UNIVERSITY CENTER** 100 E College Ave Porterville, CA 93257
SOUTH BAY 660 Bay Boulevard Suite 101 Chula Vista, CA 91910-5200 P: 619-563-7400	**THE NEST AT NATIONAL UNIVERSITY** 1050 N Broadway Escondido, CA 92026

Military Training Sites	
MARINE CORPS BASE CAMP - PENDLETON 12th Street Building 1331, Rm 104 Box 555020 Camp Pendleton, CA 92055-5020 P: 760-994-5236	**MARINE CORPS RECRUIT DEPOT LEARNING CENTER** 4025 Tripoli Avenue Building 111 San Diego, CA 92140-5000 P: 619-563-2518
MARINE AIR GROUND - TWENTYNINE PALMS Task Force Training Center 6th Street Building 1530, Rm 309 Twentynine Palms, CA 92278-1118 P: 760-830-6887	**MARINE CORPS AIR STATION -YUMA** Education Center Building 850, Room 110 MCAS Yuma, AZ 85369

Military Training Sites	
FLEET ANTI-SUBMARINE WARFARE TRAINING 33077 Ping Place Building 7, Rm 125 San Diego, CA 92147-5090 P: 619-563-2504	**NAVAL AIR STATION - NORTH ISLAND** S. R Avenue Building 650 San Diego, CA 92135-7024 P: 619-963-1919
NAVAL BASE SAN DIEGO 3975 Norman Scott Rd., Bldg. 3280 B103 San Diego, CA 92136-5000 P: 619-563-7474	**NAVAL MEDICAL LEARNING CENTER** 34800 Bob Wilson Dr., Bldg. 26 Floor 3B San Diego, CA 92134-5000 P: 619-563-7476
MARINE CORPS AIR STATION - MIRAMAR Miramar Learning Center, Building 5305 "The Hub" San Diego, CA 92145	**NELLIS AIR FORCE BASE/TESTING CENTER** 4475 England Avenue Suite #300 Nellis AFB, NV 89191 P: 702-283-8490
VANDENBERG SPACE FORCE BASE 641 Utah Avenue Building 13640 Lompoc, CA 93437 P: 858-642-8020	

Department Directory

Departments		
Academic Headquarters 9388 Lightwave Avenue San Diego CA 92123 P: 858-541-7710 F: 858-642-8708	**Credentials** E: credsupport@nu.edu	**Regional Operations** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-541-7710 F: 858-642-8711
Academic Finance Advisors P: 858-642-8500 E: advisor@nu.edu	**Development** 9388 Lightwave Avenue San Diego CA 92123 E: development@nu.edu	**Registrar** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-642-8260 E: registrar@nu.edu
Academic Success Center E: asc@nu.edu W: https://resources.nu.edu/academicsuccesscenter Text: 928-440-1325 Chat: https://resources.nu.edu/Chatpage	**Evaluations** E: evaluations@nu.edu	**Sanford College of Education** E: scoe@nu.edu
Administration and Business 9388 Lightwave Avenue San Diego CA 92123 P: 858-541-7710 F: 858-642-8711	**General Information** P: 1-800-NAT-UNIV (628-8648)	**Scholarship Awards** E: scholarships@nu.edu
Admissions 9388 Lightwave Avenue San Diego, CA 92123 P: 1-800-NAT-UNIV (628-8648) E: admissions@nu.edu	**Grades and Attendance** E: grades@nu.edu	**School of Arts, Letters and Sciences** 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8450 F: 858-642-8715 E: soals@nu.edu
Alumni and Community Relations 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8095 E: alumni@nu.edu	**Graduation** E: graduation@nu.edu	**School of Health Professions** 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8996 F: 623-439-7356 E: shp@nu.edu
Articulations E: articulations@nu.edu	**Human Resources** 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8195 F: 858-642-8713 E: askhr@nu.edu	**Student Accessibility Services** P: 858-521-3967 F: 844-851-5913 E: sas@nu.edu
Behavioral Intervention Team Referral: www.nu.edu/reportit E: bit@nu.edu W: www.nu.edu/care	**Information Technology** 9388 Lightwave Avenue San Diego CA 92123 P: 858-309-3580 E: helpdesk@nu.edu	**Student Affairs** E: osa@nu.edu

Departments		
Bookstore National University Virtual Bookstore P: 1-800-325-3252 E: customerservice@bncservices.com W: http://www.nutextdirect.com/	**Institutional Review Board** E: irb@nu.edu	**Student Business Services** P: 858-642-8550 F: 858-642-8712 E: sbsadvisor@nu.edu
Career Services E: careerservices@nu.edu W: https://careerservices.nu.edu/	**JFK School of Psychology and Social Sciences** 9388 Lightwave Avenue San Diego CA 92123 E: jfksopss1@nu.edu **Pleasant Hill Campus** 100 Ellinwood Way Pleasant Hill, CA 94523-4817 P: 925-969-3300	**Student Wellness Services** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-541-7784 E: studentwellness@nu.edu
College of Business, Engineering and Technology 9388 Lightwave Avenue San Diego, CA 92123 P: 858-642-8012 E: cobet@nu.edu	**Library** P: 1-888-628-1569 E: refdesk@nu.edu T: 928-550-6552 Ask Us: www.resources.nu.edu/library	**Testing Services** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-541-7951 E: testingservices@nu.edu
School of Business and Economics 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8012 E: sobe@nu.edu	**Office of Community Standards** 9388 Lightwave Avenue San Diego, CA 92123 E: ocs@nu.edu	**Transcripts** E: transcripts@nu.edu
School of Technology and Engineering 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8012 E: sote@nu.edu	**Office of Institutional Equity** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-640-8087 E: oie@nu.edu	**Tuition Assistance** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-541-7970 E: militarysbs@nu.edu
College of Law and Public Service 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8052 F: 858-309-3597 E: colps@nu.edu	**Office of the President** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-642-8103 F: 858-642-8701	**Veteran Center** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-541-7780 F: 858-541-7789 E: veterancenter@nu.edu
Conference Facilities 9388 Lightwave Avenue San Diego, CA 92123-1447 P: 858-541-7727	**Office of the Provost** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-642-8298 E: officeoftheprovost@nu.edu	**Veterans Affairs** 9388 Lightwave Avenue San Diego, CA 92123 P: 858-541-7970 F: 858-541-7975 E: veteransaffairs@nu.edu
Copy/Postal Services 9388 Lightwave Avenue San Diego CA 92123 P: 858-642-8160 F: 858-642-8725	**Purchasing** E: purchasing@nu.edu	

About the University

Mission

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

Vision

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

Values

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

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

Learning at the University

Dedicated to educational access and academic excellence, National University provides challenging and relevant programs that are student-centered, success-oriented, and have a proven balance of theoretical and practical attributes. National University offers in person, hybrid, and online learning modalities. In the distance-learning environment, students and faculty interact via the Learning Management System (LMS). The University uses a personalized teaching model wherein students and faculty interact synchronously and asynchronously during a course to achieve learning outcomes. All degree programs include a set of fundamental courses and a set of related specialization courses allowing the student to select coursework closely associated with their educational and career goals. Students complete a degree program, guided by faculty and supported by traditional texts, technology, and electronic resources and databases. Additionally, National University is committed to a whole-human approach to education, recognizing that academic success is closely tied to personal and professional well-being. Students are

encouraged to engage with NU's comprehensive student services—ranging from academic and career advising to wellness and community resources—designed to support and empower them not only during their studies but throughout their careers.

Campuses

Main Campus

- National University, Spectrum

Additional Locations

- Cerritos Community College Location
- College of the Canyons Location
- Fleet Anti-Submarine Warfare Training
- Fresno
- Los Angeles
- Marine Corps Air Station Yuma
- Marine Corp Base Camp Pendleton Learning Center
- Marine Corps Recruit Depot Learning Center (San Diego)
- Naval Air Station North Island
- Naval Base Coronado (Naval Amphibious Base)
- Naval Base Medical Learning Center (Naval Hospital)
- Naval Base San Diego Learning Center (32nd Street)
- Pleasant Hill
- San Diego - South Bay
- Twentynine Palms Marine Air Ground Combat Center

Military Learning Centers

- Nellis Air Force Base (Testing Center)
- Vandenberg Space Force Base

Accreditation and Memberships

Since 1977, National University has been accredited by the WASC Senior College and University Commission (WSCUC).

The University also holds program-specific accreditations and/or approvals, including the following:

- The Bachelor of Science in Computer Science is accredited by the Computing Accreditation Commission of ABET **https://www.abet.org** under the commission's General Criteria and Program Criteria for Computer Science.
- The Bachelor of Science in Electrical and Computer Engineering is accredited by the Engineering Accreditation Commission of ABET **https://www.abet.org** under the commission's General Criteria and Program Criteria for Computer Engineering and Electrical and Electronics Engineering.

- Some individual-based business programs within the School of Business and Economics at National University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP) based on standards that required our school to demonstrate teaching and program excellence. For a list of the individual-based ACBSP-accredited programs, please view the ACBSP member status page.
- National University has received specialized accreditation for some of its group-based business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road, Suite 300, Overland Park, Kansas, USA. The group-based business programs in the following degrees are accredited by the IACBE:
    - Master of Accounting; Master of Arts in Human Resource Management with a specialization in Organizational Leadership; Master of Business Administration with specializations in Financial Management, Human Resource Management, International Business, Marketing, Organizational Leadership, and Supply Chain Management; and Master of Science in Leadership Studies.
    - Bachelor of Arts in Integrated Marketing Communications; Bachelor of Arts in Management with concentrations in Economics, Entrepreneurship, Human Resource Management, Marketing, and Project Management; Bachelor of Business Administration with concentrations in Accounting, Business Analytics, Economics, Entrepreneurship, Finance, Human Resource Management, Logistics and Supply Chain Management, Marketing, and Project Management; Bachelor of Science in Accounting; Bachelor of Science in Financial Management; and Bachelor of Science in Organizational Leadership.
    - Associate of Science in Business.
- The Bachelor of Science in Cybersecurity and the Master of Science in Cybersecurity are each designated as a Center of Academic Excellence in Cyber Defense (CAE CD) through the National Centers of Academic Excellence in Cybersecurity (NCAE-C).
- The Master of Arts in Human Resource Management and the Bachelor of Science in Human Resource Management are each recognized as being fully aligned with the Society for Human Resource Management (SHRM) HR Curriculum Guidelines.
- Approved by the American Bar Association (ABA) for the Bachelor of Science in Paralegal Studies, Associate of Science in Paralegal Studies, and Paralegal Specialist Certificates.
- The JFK School of Law at National University is accredited by The Committee of Bar Examiners of the State Bar of California.
    - Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements. For more information go see: **https://law.nu.edu/accreditation**.
- Approved by the California Commission on Teacher Credentialing (CTC).
- A member of the American Association of Colleges for Teacher Education (AACTE).
- Approved by the Association for Advancing Quality in Educator Preparation (AAQEP).
- A member of the Council of Colleges of Arts and Sciences (CCAS).
- The baccalaureate degree programs in nursing and post-graduate APRN certificate programs at National University are approved by the California Board of Registered Nursing (BRN).
- The baccalaureate degree programs in nursing, master's degree programs in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at National University are accredited by the Commission on Collegiate Nursing Education (**http://www.ccneaccreditation.org**).
- The National University Master of Public Health and the Bachelor of Science in Public Health programs are accredited by the Council on Education for Public Health (**https://ceph.org/**).
- The National University Doctor of Nurse Anesthesia Practice program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603; (224) 275-9130. The program's next review by the COA is scheduled for May 2027.

- The PsyD program is accredited by the Commission on Accreditation of the American Psychological Association (APA)*.
- The University offers the first distance-based Master of Arts in Marriage and Family Therapy (MAMFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).
- The University offers the first distance-based Doctor of Philosophy in Marriage and Family Therapy (PhDMFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).
- The University's Master of Social Work (MSW) program is fully accredited by the Council on Social Work Education (CSWE).

*Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: **apaaccred@apa.org**
Web: **www.apa.org/ed/accreditation**

Institutional Learning Outcomes

- Apply critical thinking to support decisions or solve problems.
- Demonstrate research literacy skills in support of lifelong learning.
- Utilize context-appropriate communication through various modes of expression.
- Integrate ethical decision making in academic and professional pursuits.
- Cultivate responsible global citizenship for the positive transformation of society.
- Practice inclusion and respect for diverse perspectives in collaborative settings.
- Develop digital fluency with a focus on the wider impacts of technological change.

Faculty

The diverse full-time and part-time faculty at National University consists of experienced professionals and scholars who bring a wealth of knowledge, expertise, and real-world experience to their teaching. These educators come from various academic backgrounds and industries, contributing a rich array of perspectives to the learning environment.

Full-time faculty members typically engage in teaching, scholarship, and service to the university, providing students with a well-rounded educational experience. They are deeply involved in curriculum development, mentoring students, and participating in university governance.

Part-time faculty, often active professionals in their respective fields, bring current industry practices and insights into the classroom. They focus on delivering practical and applied knowledge, ensuring that students are equipped with the skills needed to succeed in their careers.

Both full-time and part-time faculty at National University are committed to fostering an inclusive and supportive learning environment, promoting academic excellence, and preparing students for the challenges of the global workforce. Their responsibilities also include staying current in their fields, continuously enhancing their teaching methods, and engaging with the university community to support its mission and values. Faculty hold advanced

degrees in their areas of expertise and are respected professionals. When hired, they receive an orientation to the University as well as training in the various learning modalities used at National University.

Military Community

National University has eleven convenient locations for the military community. Centers are located at Naval Base San Diego, Naval Air Station North Island (out of office due to maintenance) , Fleet Anti-Submarine Warfare Training, Naval Medical Center (Naval Hospital), Marine Corps Base Camp Pendleton, Marine Corps Air Ground Combat Center Twentynine Palms, Marine Corps Recruit Depot San Diego, Marine Corps Air Station Yuma, Nellis Air Force Base - Testing Services Only, and Vandenberg Space Force Base. Marine Corps Air Station Miramar - Testing Services Only

University Breaks and Holiday Closures

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

Break/Holiday	Upcoming Closure Dates
New Years Day	Thursday, January 1, 2026
Martin Luther King Jr. Day	Monday, January 19, 2026
Presidents Day	Monday, February 16, 2026
Memorial Day	Monday, May 25, 2026
Juneteenth	Friday, June 19, 2026
Independence Day	Friday, July 3, 2026
Labor Day	Monday, September 7, 2026
Veteran's Day	Wednesday, November 11, 2026
Thanksgiving	Thursday & Friday, November 26 & 27, 2026
Winter Break	Friday, December 25, 2026, through Thursday, December 31, 2026

Commencement Calendar

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

Academic Calendars

National University

AY27 Instructional Calendar
Individual-Based

JUL '26

SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUG '26

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEP '26

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Calendar Key	
	Session Start Dates
	NU Closed
	No Classes

**No course start offerings on 12/21/2026 and 12/28/2026*

OCT '26

SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOV '26

SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DEC '26

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NU Observed Holiday's	
Jul. 3	Fourth of July
Sep. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

JAN '27

SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEB '27

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MAR '27

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APR '27

SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '27

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUN '27

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Senior Administration & Faculty

Senior Administration

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Student Information and Services

National University provides a number of services to help students attain their educational goals. In addition to the Office of Academic Affairs, several offices of the University join together to provide services for the academic, economic and personal needs of enrolled students. Student services include student advising and scheduling, records evaluation, veteran's assistance, financial aid, tutoring, and other services. Additionally, the library, alumni association, and student accounts office are available to help students.

Enrollment Services

The Enrollment team supports students throughout the full enrollment lifecycle through two primary roles: Enrollment Advisors and Enrollment Specialists.

Enrollment Advisors (EA) serve as the initial point of contact for interested parties and prospective students. They provide information about University programs and delivery models and guide individuals through the early stages of the application process, up to application submission.

- Email: **admissions@nu.edu**
- Phone: 1-888-628-6911

Enrollment Specialists (ES) manage everything that follows, including admissions support, collection and review of required documentation, next steps after application submission, and guidance through acceptance and enrollment. Enrollment Specialists ensure all requirements are met and support a smooth transition to enrolled student status.

- Email: **enrollmentspecialists@nu.edu**
- Phone: 1-888-628-6911

Re-Entry

The Re Entry team is dedicated to supporting former students, including past graduates and non-completers, who are seeking to return to the University. This team focuses on the re-enrollment process and provides specialized guidance to help students resume their academic journey.

- Email: **returningstudent@nu.edu**
- Phone: 1-888-628-1565

Office of the Registrar

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

University Transcripts

Official Transcripts

National University's transcript provider is Parchment. We do not accept transcript requests by phone, e-mail, or fax. Transcripts are $12.75 for paper copy and $10 for e-transcript with options for expedited shipping, for an additional cost.

Official transcript orders for students can be placed at **National University**.

National University is custodian of records for a number of institutions. These records are housed offline and require additional processing time. Select your school from the list below by clicking on the link below:

- **Advanced College of Technology**
- **Cabrillo Pacific University**
- **John F. Kennedy University**
- **John F. Kennedy University (Law and Flexcourse Alumni)**
- **National Polytechnic College of Science (Formerly College of Oceaneering)**
- **National University High School**
- **National University Law School**
- **National University Virtual High School**
- **New College of California (Law Alumni)**
- **Seattle International University**
- **West Med College**

Unofficial Transcripts

National University Group-Based unofficial transcripts can be accessed any time via Student Portal: Academics Records > "Request Unofficial Transcript" > Report Type: Unofficial Transcript > "View Report"

If you require assistance with logging in or resetting your SSO password, please contact the IT Helpdesk at 858-309-3580 or **helpdesk@nu.edu**.

National University Individual-Based unofficial transcripts can be **ordered here**.

To request a Group-Based Enrollment Verification, visit the Parchment **website** to place an order for Enrollment Verification. If you are requesting an enrollment letter with specific information, include letter requirements in the Special Instructions section.

For enrollment forms, attach the form that needs to be completed to the Enrollment Verification order in Parchment. There is no charge for Enrollment Verifications.

To request an Individual-Based Enrollment Verification, **click here**.

Questions regarding transcripts or the Parchment ordering process? Email: **transcripts@nu.edu** or call: 858-642-8260.

Academic and Finance Counseling

Academic and Finance Counselors, working in school-related teams, provide students with academic and financial support for their individual degree programs, and through frequent and scheduled contact with individual students, help support students as they matriculate through their program. Academic and Finance Counselors assist students with understanding policies and procedures that affect students' academic experience as well as providing support with regards to the students' financial account. Information about contacting Academic and Finance Counselors is found through the student portal.

Disability/ADA Services

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

Academic Training Academy

The Academic Training Academy empowers all faculty and academic staff to excel through accessible, relevant training that advances student success for National University's ANDers.

Academic Success Center (ASC)

The National University Academic Success Center (ASC) offers innovative services and resources designed to support students throughout their learning journey and in the development of their identities as scholars and practitioners. The ASC team employs an integrated approach to student support, enabling the center to provide wrap-around services tailored to each student's unique needs. This ensures a meaningful and personalized learning experience. Live, real-time support is available via chat and text message. Additionally, you can email or submit questions to the Ask a Coach service 24/7. For more information, visit the **Academic Success Center website**.

Writing Support – Available seven (7) days a week

Writing Coaches provide support for all stages of the writing process (APA, paragraph development, synthesis, legal writing, and research writing) through interactive live individual and small group sessions and asynchronous recorded coaching sessions.

Statistics and Math Support – Available seven (7) days a week

Statistics and Math Coaches are available to help students at all proficiency levels build confidence as they develop quantitative reasoning skills (statistics, algebra, math, and quantitative analysis) through interactive live individual and small group sessions and asynchronous recorded coaching sessions.

Alumni Navigators – Available seven (7) days a week

Alumni Navigators provide personalized assistance in areas such as time management, goal setting, and developing a growth mindset to help students achieve academic and personal success. Alumni Navigators host individual and weekly open group sessions daily.

Proofreading Service

This paid service aims to provide students with a trustworthy editing resource to support diverse writing needs with a focus on APA, formatting, and grammar. Students can select from a menu of 30-minute, 1, 2, and 3-hour sessions. Students who have a completed dissertation can schedule a complimentary 3-hour proofreading session.

Contact Information:
ASC Chat – Chat with a coach live.
Text: 928-440-1325
Email: **asc@nu.edu**

University Library

The Library offers a wide range of resources and service designed to meet the needs of all students. All resources and support services are available 24/7 online at the Library's website, **www.resources.nu.edu/library**. You can find more information about the hundreds of databases and thousands of ebooks and videos on the website. Services range from live chat (available 24/7) to webinars and individual based research consultations. The website contains a wealth of resources that you can use at your convenience to learn more about how to most effectively conduct library research. The library also provides free document delivery of items outside of our collection through our interlibrary loan service.

Hours (Pacific Time, excluding holidays and breaks)

- Monday - Thursday 8 a.m. - 9 p.m.
- Friday 8 a.m. - 5 p.m.
- Saturday 9 a.m. - 5 p.m.
- Sunday 10 a.m. - 8 p.m.

Contact Information
E-mail: refdesk@nu.edu
Text: 928-550-6552
Phone: 1-888-628-1569
Ask Us (Chat and FAQ Service): www.resources.nu.edu/library

The Commons

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

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

The Commons allows you to:

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

Bookstore

The University contracts with an external vendor for the sale and buyback of textbooks. Textbooks are available for purchase two months prior to the start of the course. The cost of books varies with each course. Students must purchase all required books and supplies necessary for the course in which they are enrolled. Online access to the vendor is provided through the student portal on the University's website, or may be accessed at **http://www.nutextdirect.com**.

Veteran and Military Community Center

The Veteran and Military Community Center is committed to supporting the academic and personal success of student veterans, active-duty service members, reservists, National Guard members, and military-affiliated family members. The center provides a welcoming space where military-connected students can access resources, receive guidance, and build community.

Services include assistance with VA education benefits, connection to campus and community resources, SALUTE – Veteran Honor Society, SVO; Student Veteran Organization, Student Food Pantry, Veteran Victory Scholarship. The VMCC also hosts programs that support career readiness, mental wellness, and the transition from military to civilian life.

Every military-affiliated student at NU has access to our online community via the Virtual Veteran Center.

Please visit **www.nu.edu/veterancenter** for more information and current hours of operation.

If you have trouble finding the link, email us at **veterancenter@nu.edu** for assistance.

The Veteran and Military Community Center serves as a central hub for advocacy and engagement, ensuring that military-affiliated students are recognized, supported, and empowered throughout their educational journey.

National University Veteran and Military Community Center
Spectrum Campus
Room 163A
9388 Lightwave Avenue
San Diego, CA 92123-1426
Phone: 858-541-7780
Email: **veterancenter@nu.edu**

National University Student Email Address

Upon enrollment, all students will be issued an official National University student email address. National University's email services support the educational and administrative activities of the University and serve as a means of primary and official communication by and between users and the University. Upon admission, National University uses the official student email address to communicate important announcements to its students regarding financial aid, student accounts, advising, grades, student records and more. It is important that students access the official student email account. Email services are provided only while a student is enrolled in the University.

Student Portal

National University offers all students online real-time access to their academic, financial and personal records and other pertinent information. Through the student portal, accessible from the University's home page, students can access their online classes, grades, Academic Advisement Report (AAR), textbook requirements, online bookstore, financial aid checklists and student accounts.

Campus Internet Access

All National University students can access the Internet from any of the computers found in the University's computer classrooms and open computer labs. National University has wireless Internet access at most campuses. At the applicable campuses, wireless access is available within most student areas, such as classrooms and lounges. The student should contact the campus to determine if a site has wireless access and to get log-on information to access the wireless network.

National University's programs and courses make frequent use of Internet resources, allowing students to learn the skills required to gain information through such electronic media.

Computer Lab Regulations

Computer labs are available at many University locations for use by students, faculty, and staff. Lab assistants or other authorized staff are available at each location to ensure availability and operability of computing resources and that the resources are used appropriately. By using any National University Computer Lab, students agree to comply with the computer and Internet access policy, and additionally agree to follow the following:

- Students must sign in to use the computer lab facilities. They may be asked to show University identification.
- Students may not install software on University computers. All aspects of the authorized use policy will be enforced, including copyrights are strictly enforced. The Computer Software and Email Policy provides complete details.
- Students may not bring food or drink into the computer labs.
- Computing resources in the lab are for University-related purposes only.
- Students should minimize their use of lab printers. Printing is restricted to 25 pages at a time. Students must use copy machines when multiple copies of documents are required. The lab assistant has the right and responsibility to limit computer printing based on local requirements and his/her judgment.

- The lab assistant or other authorized staff member has the right to ask students to leave for non-compliance with any University policy. Technical questions, equipment failure or malfunction, and disputes should be reported to the Help Desk at **helpdesk@nu.edu**.
- Lab hours are posted at each facility and are subject to change to support class scheduling requirements and holidays. It is the lab user's responsibility to become familiar with the schedule. The computer labs close promptly at the scheduled closing times.
- Students must follow our acceptable use policy: **https://www.nu.edu/catalog/**.

Office of Student Affairs

The Student Relations Specialist in the Office of Student Affairs (OSA) serves the National University community by advocating for accepted norms of fairness, ethical behavior, adherence to the letter and spirit of National University policies, and prevention of delay, complication and unresponsiveness in the application of University rules and processes. In the Office of Student Affairs, we strive to fulfill the mission of the University by serving as an informal and impartial mediator and resolution center.

The Office of Student Affairs strives to create a non-judgmental and safe forum to voicing of their concerns as well as collaborative and respectful problem solving. The OSA is designated neutral and, as such, does not advocate for an individual or specific point of view. Following an investigation, the OSA provides options and support in resolution as well as feedback to National University Administration about policies, practices, and structures that may contribute to confusion, conflict and discord in the community.

For help identifying alternative courses of action, please contact the Student Relations Specialist:

Office of Student Affairs
National University
Online Report: **www.nu.edu/reportit**
Phone: 858-642-8036
Email: **osa@nu.edu**

Career Services

National University Career Services offers quality career and employment resources to help students and alumni identify and fulfill their career goals. We will help you define your unique potential for success and foster lifelong professional and career development skills. You will benefit from our innovative programs, exceptional support, and expanded employment opportunities. Career Services are available online, including self-service resources on our website. Our career management portal, Handshake, connects you with employers and enables you to easily attend career fairs and events, post your resume, search for open positions, and apply online.

For more information about Career Services and its services, visit our website careerservices.nu.edu, call 858-541-7950, or email: **careerservices@nu.edu**.

The University does not guarantee employment, and student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Placement services provided by the school are offered as an assistance in supporting the student while they search for placement but is not offered as an assumption of the responsibility for finding the student a job.

Testing Services

Students at National University have the opportunity to demonstrate their knowledge about a wide array of subjects for course credit. NU Testing Services can assist you in selecting, scheduling, and preparing for appropriate exams based on your academic plan. Testing services include ACCUPLACER testing, DSST, CLEP, Sophia, StraighterLine, and Credit by Exam/Challenge Exam. You can find information about Testing Services at **www.nu.edu/testingservices**.

Testing Services
9388 Lightwave Ave.
San Diego, CA 92123
Phone: 858-541-7951
Email: **testingservices@nu.edu**

Center for Student Engagement and Activities

National University is proud to support student clubs and organizations. Joining a club is a great way to meet new people and enhance your leadership and teamwork skills, as well as gain a support network that could last far beyond graduation.

National University offers 15 student organizations (and counting!) across a variety of programs and interests.

To join a student organization:

- Fill out the **Registration and Liability Form**
- Attend your club's next meeting, monthly meeting schedules can be found here.

Interested in starting your own student organization? Check out the requirements in our **CSEA Student Handbook**, starting on page 7.

CSEA Student Learning Outcomes

Membership in student organizations supports the following four SLOs

1. Apply effective communication strategies for in-person and online interactions, including meetings, professional websites, and social media platforms.
2. Synthesize connections among experiences outside of the formal classroom (including life experiences, co-curricular, and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
3. Evaluate and apply diverse perspectives to complex topics to demonstrate an empathetic understanding of multiple worldviews and cultures.
4. Utilize various leadership behaviors to support a constructive team climate, including teamwork and conflict resolution.

For more information contact:

Center for Student Engagement and Leadership
Email: **clubs@nu.edu**

Schedule an appointment: https://calendly.com/cseaofficehours/30min
Website: www.nu.edu/csea

Alumni and Community Relations

As a graduate of National University, Northcentral University, or John F. Kennedy University, you are a part of the Alumni Association uniting you with a community of over 240,000 well-connected, highly-educated professionals. What does it mean to be part of an alumni community? It's about lifelong learners making lifelong connections and tapping into lifelong resources and benefits.

Upon graduation you are automatically a member of the Alumni Association. There are no dues, fees, or memberships to apply for.

Your membership includes several benefits and resources including:

- NU Speaker Series
- NU Mentoring Network
- Alumni Events
- NU Alumni Connection Newsletter
- Share your story: NU in the News and Class Notes

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

For more information, visit https://www.alumni.nu.edu/, email alumni@nu.edu, or call 858-642-8095.

National University Foundation

The National University Foundation was created to spread the hope of a rich and rewarding life to non-traditional, working, and military students who often face overwhelming barriers to higher education. By offering pathways to possibility, National University Foundation donors are changing the world, one student at a time. You can help students go from aspiration to achievement at National University in several ways - from one-time or recurring gift donations to corporate matching gifts to legacy-building gift planning. National University Foundation is a 501(c)(3) EIN 20-1269904, so every gift is a charitable donation.

To learn more about the Foundation and ways to give, visit https://www.nu.edu/nu-foundation, email foundation@nu.edu or call 858-642-8942.

Student Wellness

At National University, we believe holistic wellness is integral to student learning and success. Wellness is a practice that's cultivated over time. Our Student Wellness staff can help students connect to support for matters impacting their academic journey, such as:

- Mental health concerns (anxiety, depression, etc.)
- Housing, financial, and food insecurities

- Financial wellness and budgeting

Student Wellness staff provide support through individualized case management services as well as referrals to University and community resources.

Refer a Student: **www.nu.edu/studentreferral**
Email: **studentwellness@nu.edu**
Website: **www.nu.edu/studentwellness**

Behavioral Intervention Team (BIT)

The BIT works to assist students who display behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to participate successfully or safely in the university community. The BIT primarily focuses on students who:

- Reported suicidal thoughts/plans
- Made a threat to someone else
- Made a threat to the broader community

The BIT employs proactive and collaborative strategies to identify, assess, and mitigate risks to community member wellbeing using an interdepartmental meeting forum and shared decision-making. While the team does not hold jurisdiction over non-National University community members, the team reserves the right to include any relevant person of concern or witness in the assessment and intervention process, regardless of enrollment status.

In the process of threat assessment, the BIT utilizes publicly available information, University records, voluntarily disclosed student or peer reports, and mandated assessments. Students may be asked to complete a mandatory assessment with either a University official or a preferred outside provider at no cost to the student. Mandated assessments are considered only when a student of concern crosses the elevated threshold on the NaBITA Risk Rubric and the assessment is necessary in making decisions regarding re-enrollment, program continuation, or a return to class.

Once a level of risk or threat is determined using the NaBITA Threat Assessment tool, the BIT then deploys the intervention techniques and strategies appropriate to that level of risk. Interventions are based on the NaBITA Threat Assessment Tool's recommendations for action based on the established risk level. The authority to take the recommended action or implement the intervention rests with the core members' official capacity at the university.

Behavioral Intervention Team

Chair: J.B. Robinson, PhD, Dean of Students
Referral: **www.nu.edu/reportit**
Email: **bit@nu.edu**
Website: **www.nu.edu/care**

Admissions Requirements

Notice of Nondiscrimination

The University does not permit discrimination or harassment on the basis of race, ancestry, national origin, religious creed, age, sex, gender, gender identity, gender expression, sexual orientation, color, physical or mental disability, marital status, military or veteran status, or medical condition, under any program or activity under its control.

Admissions Advising

National University offers year-round admission. Persons seeking admission to graduate and credential studies at National University are unique in their specific circumstances and needs. Applicants are interviewed by an enrollment advisor, who discusses applicants' specific requirements for admission at the initial interview. All registered students receive a unique student number.

General Admissions Requirements

National University offers certificate, associate, bachelor's, master's, and doctoral-level programs. Students must meet all University and programmatic admission requirements to be approved to pursue their program of interest.

Meeting the admission requirements is an indicator that the student is qualified to enter and pursue the degree program. The University emphasizes that a student's success depends upon applying oneself to the degree program studies.

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

If the University determines that a student does not meet stated admissions requirements, their studies will be interrupted.

Please see the Basis for Admissions, Transfer Credit Policy, and Program Information for additional information and program-specific admissions requirement information.

National University's College Board Institutional Code is 4557.

Online Requirements

National University offers many programs in an online format. In an online class, students will be able to view the syllabus, complete assignments and assessments, engage with varying class materials (videos, interactive presentations, assigned reading), participate in threaded discussions, interact with peers and the instructors, as well as review instructor feedback. Students should log in on the first day of class and anticipate checking their online class multiple times per week. Students are provided access to online classes beginning on the Sunday before the term begins through three weeks after the term ends. Students should ensure they have a reliable internet connection and a reliable computer to access their class.

As of May 2026, the following are the minimum system requirements that are needed to successfully access your classes on the Brightspace (D2L) platform.

Technical Requirements

Windows Users

- Recommended OS: Windows 10, 11
- Supported OS: Windows 10 22H2+
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Supported Browsers: The most recent version of Chrome, Edge, or Firefox
- Headset with microphone using USB/wired connection

Mac Users

- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Supported Browsers: The most recent version of Chrome, Edge, Firefox, or Safari
- Headset with microphone using a USB/wired connection

Mobile Device Users

- Recommended OS: Android 13+, IOS 16+, Chrome OS 90+
- Supported OS: Android 11+, IOS 16+
- Supported Browsers: Chrome for Android devices and Safari for Apple devices
- Secure High-Speed Cell Service, Mobile Hotspot or Wi-Fi Connection
- Headset with microphone
- Please note that some programs require software to be installed such as SPSS. Using a mobile-device as your primary device may limit your ability to complete classwork.

Note:

Internet Connection: For the best experience, we recommend having a stable, high speed internet connection. This is typically an upload speed of no less than 10 mbps and a download speed of no less than 25 mbps. Please note that while the IT Helpdesk is here to support your campus technology needs, it cannot provide assistance for issues related to your personal internet service provider (ISP).

Web browsers listed have been validated with the online class platform. A student risks running into problems with the class software if they choose to use a non- supported browser.

National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please check **https://www.nu.edu/online-education/**.

Application Requirements

Each potential student must apply and be accepted to the University before enrolling in a specific course of study. To apply to the University, a completed online application must be submitted. Students may work with an Enrollment Advisor for assistance with submitting an online application by emailing **admissions@nu.edu** or calling 855-355-6288.

Once accepted to National University, the enrollment advisor can direct the student toward the specific program application requirements.

Additionally, a Social Security Number (SSN) and/or IDN must be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/1098-T.

If a student prefers to have the SSN omitted from their education record and is not receiving these types of funding, they can complete the Social Security Number Override Verification Form.

Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/1098-T has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Office of the Registrar. If this occurs, the Office of the Registrar will notify the student that the SSN Override has been administratively rescinded.

Please see the **Data Privacy Policy** for more information on how we protect and store SSNs and other Personal Identifying Information

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

Evaluation Procedures

Evaluation is the official determination of the required course of study for a student's degree and is the final step in the admission process. After the Office of the Registrar receives all official transcripts and other documents required for admission, the student's records are evaluated for transferability of credit.

Applicants must request official transcripts be sent directly to the University from prior colleges and universities during the application process. All official transcripts must be received from U.S. institutions and evaluated before the start of the first class.

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 and be evaluated by NU before the start of the first class.

Acceptance Requirements

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

admissions, evaluation, and application requirements or procedures. Students must meet Basis for Admissions prior to the start of the first class.

Undergraduate Programs

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

Must have graduated from an institutionally accredited high school, passed a high school level proficiency test, or have documented home school completion (please see Basis for Admissions policy for more information about home school documentation).

Please review the program page for program-specific admissions requirements.

Graduate Programs and Certificates

Post-Baccalaureate/Graduate Certificate Applicants

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

- Hold a bachelor's level or higher degree from an institutionally accredited academic institution.

Please review the program page for program-specific admissions requirements.

Masters Applicants

Applicants for admission to a masters program must meet the following requirements.

- Hold a bachelor's level or higher degree from a institutionally accredited academic institution.

Please review the program page for program-specific admissions requirements.

Post-Master's/Post-Graduate Certificate Applicants

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

- Hold a master's level or higher degree from a institutionally accredited academic institution.

Please review the program page for program-specific admissions requirements.

Doctoral Applicants

Applicants for admission to a doctoral program, other than the Doctor of Nursing Practice (DNP), Juris Doctor (JD), and Doctor of Philosophy in Psychology (PhD-PSY) must meet the following requirements.

- Hold a master's level or higher degree from a institutionally accredited academic institution.

Please review the program page for program-specific admissions requirements.

Basis for Admissions

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

Undergraduate Basis for Admissions

All prospective students must meet the University's Basis for Admissions (BFA) requirements through document submission or institutional verification of one or more of the following:

- An official transcript verifying receipt of a high school diploma, GED, or any post-secondary degree from an institution accredited or recognized by the Department of Education.
- An official secondary school/program transcript or documented home school completion.
- DD214 document with confirmation of high school or GED completion.
- Verification of an Associate's degree or higher through the National Student Clearinghouse (NSC), including degrees reflected on an unofficial transcript, except where prohibited by accreditation.

Note:

- Program-specific admission requirements may apply; refer to the applicable program page for additional details.
- In instances of conflicting information, the institution reserves the right to request official documentation.
- Students intending to use VA/CALGRANT funding must submit official transcripts from all accredited institutions attended.

Official transcripts submitted for Basis for Admissions to NU must include the following information at a minimum:

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

Students who complete Home School instruction must also include:

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

- A letter from their state Department of Education or local school district confirming home school registration.
- To be considered official, transcripts must be submitted to the Office of the Registrar in a sealed envelope from the institution via mail or electronically through a third-party transcript processor (e.g., Parchment, National Student Clearinghouse,).

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

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

Graduate Basis for Admissions

All prospective students must provide the following documentation to meet Basis for Admissions to the University:

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

-IF-

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

-OR-

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

Note: Some programs at National University require degrees conferred from institutionally accredited academic institutions. Please refer to program pages for program specific Basis for Admissions requirements.

Note: Students that intend to use VA funding must submit Official transcripts from all institutionally accredited academic institutions attended.

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

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

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

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

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

International Basis for Admissions

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

- English proficiency (see How to Demonstrate English Proficiency below for more information)
- An official credential evaluation that meets the following requirements:
    - Evaluation completed by an approved credential evaluation agency.
        - NU will accept credential evaluations from evaluation agencies accredited by the National Association of Credential Evaluation Services (NACES), or agencies approved by the California Commission on Teacher Credentialing (CCTC).
    - Submitted to NU in a sealed envelope from the agency or via secure email delivery to **transcripts@nu.edu**.
    - Degree level.
    - Program of study or major and U.S. equivalency statement.
    - Degree conferral date.
    - With information that matches that of the prospective student (e.g., birth date, name, passport, etc.).

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

How to Demonstrate English Proficiency

Official Test Scores

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

    - Go to **www.ielts.org** for complete information.
    - Test results must be sent directly to the University registrar from IELTS.
- Pearson Test of English (PTE) – The University requires a score of 53.
    - Go to **www.pearsonpte.com** for complete information.
    - Test results must be sent directly to the University registrar's office from PTE.

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

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

Exemption

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

Exception

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

Address for Submission of Transcripts

Transcript Requests from Other Institutions

Official transcripts should be sent by the issuing institution directly to:

Office of the Registrar

National University

9388 Lightwave Avenue

San Diego, CA 92123

The Office of the Registrar will not accept transcripts "issued to student" as official documents unless they are in a sealed envelope from the issuing institution. Electronic transcripts sent directly from the issuing institution to **records@nu.edu** will be considered official. The Office of the Registrar will not accept electronic transcript links that are forwarded from the student. Electronic transcripts not received from the issuing institution will not be considered official.

Upon request, the University will process the initial request for all domestic transcripts (excluding test scores), for institutions that accept electronic Third Party Orders, including payment of associated transcript fees, on the student's behalf. If a transcript has not arrived within two weeks, it becomes the student's responsibility to ensure that the university receives the document(s). Students must provide documents that are outstanding to ensure receipt within the required time frame.

The university will not process requests for foreign transcripts/documents. Students who have attended institutions in foreign countries or who have a high school proficiency must acquire official transcripts/documents.

Transcripts from other institutions presented for admission or evaluation become a part of the student's academic file and will not be returned to the student or copied for distribution.

Acceptance to the University

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

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

Student Records

Transcripts and other documents received by the University for the purpose of admission or recording supplemental work become the property of the University and will not be released to or copied for students. Even though California regulatory agencies require that student records be kept for only five (5) years, National University's student records are retained indefinitely. In the event that the institution ceases operations, arrangements will be made with the state board for higher education or another appropriate agency for custodial care of student records.

Enrollment Agreement

Students must accept and sign an enrollment agreement before beginning classes at National University. The agreement includes topics pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Students may contact an enrollment advisor for further information.

Tuition payment options are specified in the Catalog (see the **Student Aid** section of the catalog). All payment arrangements for the first class(s) must be made before the start of the first class. Those students wanting to use student financial aid must complete all required eligibility paperwork and make the required payment arrangements before starting the first class(s). Students must meet official Basis for Admissions requirements to be eligible for financial aid.

Enrollment Verification

Requests for official letters related to enrollment, attendance, completion of degree requirements, or other academic matters at National University must be obtained from the Office of the Registrar. Requests must be submitted by visiting here to place an order for Enrollment Verification. There is no charge for Enrollment Verifications or letters.

If you request an enrollment letter with specific information, include letter requirements in the Special Instructions section.

Letters of non-attendance requests and inquiries may be directed to:

Office of the Registrar

9388 Lightwave Avenue

San Diego, CA 92123

Phone: 858-642-8260

Email: records@nu.edu

Enrollment Cancellation

National University reserves the right to cancel a student's enrollment under specific circumstances, including but not limited to non-attendance, non-compliance with University policies, or failure to meet academic or financial requirements.

Prior to a student starting their first class, students need to have met Basis for Admissions requirements, been evaluated for transfer credits from prior institutions, signed their enrollment agreement, and submitted all documents required to officially secure and set up their method of payment.

If a student has not met academic and financial requirements prior to their designated start date, their designated start date may be postponed, at the University's sole discretion, until all requirements have been met. After 3 postponed designated start dates, a student's enrollment application may be cancelled.

Students with cancelled enrollments who are within 365 days of submitting their enrollment application may reach out to NU's Enrollment Department to reactivate their enrollment once they have met all requirements. Once a year has passed since their initial application, students with cancelled enrollments must reapply for admission.

Transfer Credit

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

Students will undergo a transfer credit evaluation as part of the enrollment application process. All official transcripts and necessary documentation must be submitted and reviewed prior to the start of the first class. Requests by the student for consideration of additional transfer credit can be made at any time after the initial evaluation and

prior to degree conferral provided the maximum number of transfer credits permissible has not already been accepted by the University.

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

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

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

Note: If a student submits a transcript that has pending classwork or no grades assigned, it will not be evaluated for transfer credit until an official transcript is submitted with final grades for those classes. NU is not responsible for duplication of transferable credits/classes that the student may have taken and received credit at a prior institution.

Undergraduate

Undergraduate Transfer Credit Eligibility

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

- Completed at an institutionally accredited post-secondary institution.
- Do not exceed a maximum of 90 lower and upper division semester credit hours unless programmatic accreditation requires otherwise.
- Earned with a grade of "C-" or better unless otherwise indicated by program or accreditation.

The following chart shows the maximum number of credits that are allowed to transfer in an NU undergraduate program by type of credit.

Type of Credits	Maximum number of credits allowed in an NU Undergraduate program
Lower Division (towards an Associate Degree)	39 semester credit hours
Lower Division (towards a Bachelor's Degree)	69 semester credit hours
Upper Division	27 semester credit hours
Extension division from an institutionally accredited academic institution	24 semester credit hours

Type of Credits	Maximum number of credits allowed in an NU Undergraduate program
Vocational/Technical Classes	12 semester credit hours
Physical Education Classes	6 semester credit hours

Paralegal Transfer Credit Policy

Students may receive credit for up to thirty percent (30%) of their legal specialty classes by transferring in classwork taken at another college or university, if approved by the Program Director or a qualified faculty member. Students transferring from American Bar Association (ABA) approved programs for which there is an existing articulation agreement may receive credit for up to fifty percent (50%) of their legal specialty classwork. Approval can be obtained by:

- An articulation agreement established through National University and the student's prior school or university, or
- Submission of a petition for transfer credit by the student to the Office of the Registrar, which will include:
    - Name of prior school or university,
    - Whether or not the prior program is ABA approved, and
    - For each class taken in the prior program for which credit is sought:
        - Name of class,
        - Class description,
        - Syllabus,
        - Documentation of the number of hours, if any, the class was offered in synchronous or asynchronous format, if not included in the syllabus, and
        - Certification of grade in the class (typically via a transcript from the prior institution).

Petitions will be reviewed by the Program Director or a qualified faculty member. Credit will only be granted if the class is equivalent in content, length, and nature to a National University class, the student has earned a grade of C or better, and the class was taken within the last ten (10) years. Additionally, students must still complete at least nine (9) semester credit hours or the equivalent of legal specialty classes through synchronous instruction and may be further limited in transfer credits to satisfy this requirement.

Undergraduate Credit from Foreign Institutions

The University may accept transfer or waive credit if an official class-by-class evaluation report from an approved evaluation agency is supplied. NU will accept class-by-class evaluation reports from evaluation agencies accredited by the National Association of Credential Evaluation Services (NACES) or agencies approved by the California Commission on Teacher Credentialing (CCTC) at the time of enrollment.

Graduate

Post-Baccalaureate Certificate Programs Transfer Credit Eligibility

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

- Completed within five (5) years prior to acceptance at the University, while enrolled at an institutionally accredited academic institution.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade.
- A maximum of three (3) semester credit hours may be transferred from a graduate-level program to NU's Post-Baccalaureate certificate programs.
- Must be equivalent to classwork as demonstrated by the transfer class description.

Note: Credits earned at the University have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding class grade was posted.

Master's Programs Transfer Credit Eligibility

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

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credit hours may be transferred from a graduate-level program. Many graduate programs have lower transfer limits. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credit hours can be applied to specialization classes. Many graduate programs have lower transfer limits. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU class as demonstrated by the transfer class description and/or syllabus.

Post-Master's Certificate Programs Transfer Credit Eligibility

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

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of three (3) semester credit hours may be transferred from a doctoral-level program. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU class as demonstrated by the transfer class description and/or syllabus.

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding class grade was posted.

Juris Doctor Program Transfer Credit Eligibility

For information about the Juris Doctor program's transfer credit limits please see the **Juris Doctor Catalog**.

Educational Specialist Programs Transfer Credit Eligibility

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 NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credit hours may be transferred from an advanced graduate or doctoral-level program. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credit hours can be applied to specialization classes. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU class as demonstrated by the transfer class description and/or syllabus.

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding class grade was posted.

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

Doctoral Programs Transfer Credit Eligibility

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 NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credit hours may be transferred from a doctoral-level program. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credit hours can be applied to specialization classes. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU class as demonstrated by the transfer class description and/or syllabus.

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding class grade was posted.

Note: Students enrolled in the Dissertation Completion Pathway (DCP) will be eligible to transfer in all doctoral classwork as long as it aligns to the chosen program of study, culminated in doctoral candidacy, and the student was not dismissed for academic reasons. The DCP leadership will conduct a transcript review to ensure program alignment and students have achieved doctoral candidacy at a previous institution for a degree program and specialization offered at NU to determine transfer of credit applicability.

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

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

Graduate Credit from Foreign Institutions

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

Military Transfer Credits

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 National University degree program. Except for military training classes specifically designated by ACE as equivalent to graduate classwork, military transfer credit will be limited to undergraduate programs.

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

The maximum amount of transfer credit granted for military education is 90 semester credit hours. An additional nine (9) credits of correspondence classwork may be granted for active or veteran students who served in the Marine Corps.

Acceptable Transcripts and Credits

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

College transcripts sent directly to the Army National Guard Institute or other partnership agency and forwarded to NU 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 class completion is presented to NU for assessment.

Classwork Credits

Transfer credit for military or veteran applicants at the undergraduate level toward graduate degrees are accepted by NU on the following basis:

- Undergraduate credits must be completed at an institutionally accredited post-secondary institution and must be earned with a grade of "C-" or better.
- Graduate credits must be completed at an institutionally accredited post-secondary institution and must be earned with a grade of "B" or better.
- Military training or classwork must have been evaluated by an outside agency (i.e. ACE, institutions of higher learning) for academic content and semester credit equivalency.
- Classes 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 graduate degree program or concentration.

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

Transcript Evaluation for Students Using VA Education Benefits

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

Veteran Readiness and Employment (VR&E)

VR&E is a VA Chapter 31 benefit.

Prospective students eligible for VR&E benefits must work with an Advisor to prepare the documents required below. The Advisor will submit a VR pre-evaluation request with the following information to the Military Evaluations Team.

1. Student name
2. DOB
3. Program of interest
4. Name and contact information of the Vocational Rehabilitation Counselor assigned to the student.

For Undergraduate programs: Official or unofficial transcripts from all previously attended postsecondary institutions, including any military transcripts such as a JST. For Graduate programs: Official or unofficial transcript from degree-granting institution.

Once eligibility is determined, a letter will be sent to the Vocational Rehabilitation Counselor (VRC) listing the classes that the recipient still needs to complete for the requested degree program. This letter, which will be submitted on letterhead and emailed to the VRC, will furnish a cost estimate. National University will provide up to three different program estimates for each recipient. Students must have a pre-evaluation and Vocational Rehabilitation sponsor approval before enrolling in any classes. The recipient will have exactly one year from the date of the pre-evaluation to take advantage of this contract and retain the catalog rights as stated in the contract. For questions or additional information, please contact **militaryevaluations@nu.edu**.

Approval For the Training of Veterans

National University is approved for the training of veterans under Title 38 of the U.S. Code, Chapters 30, 31, 32, 34, and 35. The University is also authorized for active-duty tuition assistance.

Questions regarding pre-evaluations and degree progress audits of military students may be submitted to student's academic advisor or the Military Evaluations Team (**militaryevaluations@nu.edu** or 858-642-8047).

Class Applicability For Veteran Students Using VA Benefits

(Applies to all GI Bill® Educational Programs)

U.S. Department of Veterans Affairs pays GI Bill® benefits for students in pursuit of one educational degree at a time. Only classes that satisfy the minimum requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file. When a student takes a class that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

National University students are responsible for notifying the Veterans Affairs Department of any change of status, class schedule changes, or unsatisfactory progress.

Class Waivers

Undergraduate

Students may request to waive a class based on previous training or experience. If the student can demonstrate mastery of a subject, the department chair must submit a recommendation to allow the student to waive the particular class. If the class in question has an available Credit by Examination (or other approved test) then the student must pass the examination and may not request for a waiver.

A class waived exempts a student from that class. Credits are not awarded for a waived class, so the student may need to take a different class such as an elective in order to meet the overall credit requirements for the degree. Approval of a class waiver does not reduce the total number of credits required for the awarding of the degree but allows the student to take another approved class for the same number of credits. Waiver requests must be submitted at least four (4) weeks prior to the class's scheduled start date.

Graduate Prerequisite Waiver

Some graduate and doctoral level programs require prerequisite classes at a lower degree level. If students believe they have completed the lower-level requirements, they must provide an official transcript to the Office of the Registrar for evaluation. If the Office of the Registrar determines that the class content satisfies the prerequisite class, the class will be noted as satisfied on the degree progress audit.

Second Bachelor's Degree from National University

A second bachelor's degree from National University can be granted if all class and residency requirements for the second degree have been met. Completion of an additional minor within the same degree major or completion of a dual specialization does not qualify for a second bachelor's degree.

The number of credits required for a second bachelor's degree varies based on the program. No more than 50 percent of the credit hour requirement for the second bachelor's degree can be applied from a previously conferred degree at NU.

Students who enroll in a second bachelor's degree are still held to the 150% maximum timeframe rule. However, only the credit hours from the first degree which apply to the second bachelor's degree will be counted as attempted hours.

Credit for Prior Learning (CPL)

National University (NU) recognizes that learning occurs in many settings beyond the traditional classroom. Mastery of college-level knowledge and skills may result from experiences such as employment, military service, noncollegiate training programs, advanced high school classwork, and self-directed study. Through Credit for Prior Learning (CPL), NU evaluates and awards academic credit for documented, measurable competencies that align with its curriculum.

CPL offers students an opportunity to accelerate their education by earning credit for verified learning achievements. Credit is awarded based on demonstrated knowledge, skills, and competencies, not solely on experience. Each CPL request is evaluated individually to ensure alignment with NU's academic standards and class outcomes.

The maximum number of credits awarded through CPL varies based on the source of credit. Detailed limits and guidelines are available in the Credit for Prior Learning Manual.

Student Eligibility

To be eligible to request CPL credit, students must:

- Be admitted to National University.
- Declare an official program of study.
- Be able to provide complete and accurate official documentation of their prior learning experience.

Undergraduate Credit for Prior Learning Pathways

The maximum number of credits awarded through CPL varies based on the source of the credit. The credits may be from the following sources:

1. A maximum of 15 semester credit hours may be earned for:
    - Excelsior College Examinations.
    - Council for Adult Experiential Learning (CAEL) Portfolio.
    - Departmental examinations at National University (Credit by Examination).
2. A maximum of 45 semester credit hours may be earned by:
    - College Level Examination Program (CLEP) examinations.
3. A maximum of 30 semester credit hours may be earned by:
    - Advanced Placement Examinations (AP) at the lower-division level.
    - International Baccalaureate Examinations (IB) at the lower-division level.
    - Defense Activity for Non-Traditional Education Support (DANTES) & DANTES Subject Standardized Tests (DSST).
    - Credit recommended in the ACE National Guide for Non-Collegiate credit.
4. A maximum of up to 90 semester credit hours may be allowed for:
    - Military experience and military schools that have been evaluated by ACE. An additional 6 semester credit hours of correspondence credit is available to active or veteran Marine Corps students.
    - Local, state, and federal law enforcement training recommended by ACE and such credit as is listed on a transcript from an institutionally accredited academic institution.
5. A maximum of 30 semester credit hours of lower-division credit may be allowed for clinical classes for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 15 semester credit hours of additional lower-division credit may be granted for academically equivalent classwork.

More information on testing sites and preparation for CLEP or Excelsior College exams can be found at **http://www.nu.edu/testingservices**. Students can also contact the Testing Center at 858-541-7951 or email **testingservices@nu.edu**.

Students may earn CPL credit through the following pathways:

1. **Industry-Based Credentials:**
    1. Credit awarded for certifications, licenses, or credentials recognized by industries and employers for skill validation in employment or advancement.
2. **Employer-Based Training:**
    1. Credit may be awarded through approved employer-based training programs and certificates.
3. **Military Training and Classes:**
    1. Credit awarded for military training and experience evaluated by the American Council on Education (ACE) or through internal faculty review when ACE recommendations do not apply.
4. **Credit by Examination: NU Testing**
    1. Undergraduate students may earn class credit by passing NU-approved departmental examinations that assess subject-specific knowledge. NU
5. **Alternative Online Training Programs:** Credit may be awarded through partnerships with recognized online learning platforms:
    1. StraighterLine: Offers more than 70 online classes eligible for transfer as CPL credit. **www.Straighterline.com**
    2. SOPHIA Learning: Provides more than 60 college-level classes eligible for CPL credit. **www.sophia.org**

3. Excelsior College Examinations: Credit for successful completion of an Excelsior College Examination can be applied toward general education, preparation for the major, or general lower-division elective credit. **Online Courses | Excelsior University**.

6. **International Baccalaureate (IB): www.ibo.org**
    1. Credit awarded to students who complete Higher Level (HL) examinations with a qualifying score of 5 or higher, applicable toward degree requirements. No credit is awarded for IB standard-level passes. An official transcript must be received to award credit.
7. **National Standardized Examinations:** Recognized exams that assess college-level learning, including:
    1. Advanced Placement (AP): **www.collegeboard.com**
        1. Credit for qualifying scores on Advanced Placement exams, applicable toward general education or major requirements.
        2. The AP Code for National University is 0470.
    2. DANTES Subject Standardized Tests (DSST): **http://getcollegecredit.com**
        1. Credit for passing scores on exams across disciplines such as Social Sciences, Math, Business, and Humanities.
        2. The DANTES code for National University is 7858.
    3. College Level Examination Program (CLEP): **www.collegeboard.com/clep**
        1. Credit for passing scores on over 30 subject-specific exams.

CPL provides a structured pathway for students to receive academic credit for prior learning, helping them achieve their educational goals more efficiently.

Graduate Credit for Prior Learning Pathways

The University awards credit for:

1. **Industry-Based Credentials:**
    1. Credit awarded for certifications, licenses, or credentials recognized by industries and employers for skill validation in employment or advancement.
2. **Military Training and Classes:**
    1. Credit awarded for military training and experience evaluated by the American Council on Education (ACE) or through internal faculty review when ACE recommendations do not apply.
3. **Employer-Based Training:**
    1. Credit may be awarded through approved employer-based training programs and certificates.
4. **Challenge Examinations: NU Testing**
    1. Graduate students may waive certain class requirements by demonstrating subject proficiency through NU-approved departmental examinations. **Click here** for more information about Challenge Exams.

For detailed information regarding eligibility, application procedures, and maximum credit allowances, students should refer to the Credit for Prior Learning Manual or contact their Academic and Finance Counselor.

Prior Learning Credit Equivalency Chart

The charts below outline the minimum score requirements, credit amounts, and applicable uses of credit at NU, categorized by specific prior learning credit types. If not listed in a chart, please search the **National University Class Equivalency Site**.

Transferability of Credits and Credentials Earned at Our Institution

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

Non-Degree Applicants

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

There is no limit on the number of classes a student can take while in a non-degree status. For tuition information specific to Non-Degree applicants, please see **Tuition and Fees**.

The applicant will be advised if there are prerequisites for the class requested.

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

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

Note: Non-Degree students at National University are required to follow the **University Attendance Policy**.

Practicums, Internships, and Residencies

There are some programs that require students to take applied training classes in the form of internships, practicums, or residencies depending on the academic discipline in which they are enrolled. Additional details regarding internship, practicum, or residency options within each degree program or stand-alone credential program are included in the program description sections.

Requirements for participation vary depending on program and location. Students should defer to the sections on their program page and Academic and Finance Counselor for program specific requirements.

Criminal History Notice

Many disciplines, professions and jobs require disclosure of an individual's criminal history, and a variety of states require background checks to apply to, or be eligible for, certain certificates, registrations and licenses. Existence of a criminal history may also subject an individual to denial of an initial application for a certificate, registration or license and/or result in the revocation or suspension of an existing certificate, registration or license. Requirements can vary by state, occupation and/or licensing authority.

If a student has been arrested or convicted of a crime it may be more challenging or impossible to obtain employment in certain fields upon graduation. Students are strongly encouraged to consult state requirements and prohibitions to determine whether an arrest, crime or criminal history may affect their eligibility to continue within their program and/or subsequent licensure. Previous arrests or a criminal record may prevent students from being placed at training sites, stop an applicant from obtaining requisite licenses, registration, certifications or gain employment in the field, and/or compromise their ability to complete all academic/program requirements.

Students with previous arrests or a criminal record are individually responsible for checking all licensing and certification requirements in any state where the student is interested in working. Students are also responsible for understanding all residency training requirements to determine whether their criminal history will be a barrier to participation.

Accelerated Programs

Undergraduate Transition Program Information

Undergraduate Accelerated Programs are accelerated curriculum pathways for qualified undergraduate students to take up to nine semester credit hours of approved master's level classes to be used as upper-division classes in their bachelor's program. As a result, when the student finishes the bachelor's degree and enrolls in the master's degree, the student will not need to retake those classes, thus reducing the total credit hours, time, and cost for a student during their master's degree.

Undergraduate Eligibility Requirements

Students enrolled in an Undergraduate Accelerated Program may not take their master's level classes until they are within 6 classes of their degree being completed.

Only classes that are identified as eligible for the accelerated program may be taken, and the student must meet all prerequisite requirements for the master's level class.
The required undergraduate cumulative GPA is a minimum of 3.0 at the time of taking the first master's class.

A student must obtain a grade of B or better in a master-level class for it to be eligible for credits in the master's program. If a student earns a grade lower than a B, the student must retake the class within the master's program. However, the credits will still count towards a student's undergraduate degree if they receive a passing grade, (e.g. C).

For more information regarding Satisfactory Academic Progress (SAP), please see the **SAP Policy**.

Note: Please see degree program pages for more information about accelerated program options and requirements.

Graduate Accelerated Program Information

Graduate Accelerated Programs are accelerated curriculum pathways for qualified master's degree students to take up to nine semester credit hours of doctorate-level classes to be used in their master's program. As a result, when the

student finishes the master's degree and enrolls in the doctoral program, the student will not need to retake the classes, thus reducing the total credit hours, time, and cost for a student during their doctoral degree.

Graduate Eligibility Requirements

Enrollment in an accelerated program does not guarantee admission into a doctoral program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the University Catalog for specific doctoral programs.

Only classes that are identified as accelerated program eligible may be taken, and the student must meet all prerequisite requirements for the doctoral-level class.

A student must earn a grade of B or better in the doctoral-level class for it to be eligible for an application of credit toward the doctoral program. If a student earns a grade lower than a B, the student must retake the class in the doctoral program.

For more information regarding Satisfactory Academic Progress (SAP), please see the **SAP Policy**.

Note: Please see degree program pages for more information about accelerated program options and requirements.

Concurrent Enrollment at Other Institutions

Students attending National University are encouraged to seek written approval before taking classwork at another institution. Credits earned at another institution without prior approval may not be accepted into a student's degree program. Students cannot receive funding from two schools at once. Students may only receive funding from the school at which they expect to receive a degree or certificate. Once students have been officially enrolled, National University is considered the degree-granting primary or parent institution. The other school at which the student is taking classes is considered the secondary institution. The secondary institution must be institutionally accredited.

We recommend students:

- Complete the admissions process and have the external class officially evaluated before enrolling.
- Not be on an approved leave of absence.
- Be in good financial standing.
- Submit the form request for concurrent enrollment located on the student portal no later than four weeks before the enrollment date at the other institution.
    - Requests must include a class description, or the request will be canceled.
- Receive approval in writing before enrolling.

For classwork to apply to National University, it must:

- Be from an institutionally accredited academic institution.
- Not exceed the maximum number of credits (12 semester credits) authorized by the University for each term.
- Maintain a 2.0 grade point average for undergraduate studies or a 3.0 grade point average for graduate studies.
- Appear on an official transcript that is sent directly to the Office of the Registrar upon completion of the approved class(s).
- International students must complete 9 semester credits before concurrent enrollment approval.

Credits earned while attending classes at the second institution must be relevant to the program of study and will be evaluated once an official transcript has been submitted to the Office of the Registrar. Residency requirements and transfer credit policies apply to students participating in concurrent enrollment.

Students receiving VA funding should see the **Concurrent Enrollment and Parent School Letter**.

Student's Right to Cancel

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

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

In addition to the above, students in the JD program can find a JD specific policy on Professionalism and Conduct **here**.

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

Re-entry Enrollment

Students who have been out of attendance for less than 365 days will be allowed to return to the degree program/catalog version that they were enrolled in prior to exiting the University if the program is still active. New application paperwork may not be required unless the student changes degree program/catalog version. Unless on an approved LOA, students in the JD program will need to complete a new application for reentry.

Students who have been out of attendance for over 365 days must apply for readmission to the University under the most current degree program/catalog version. Students applying for readmission must meet all applicable University and programmatic application requirements, including the Basis for Admissions criteria in effect at the time of re-entry and any specific programmatic requirements.

Upon re-entry, students will return to the same satisfactory academic process (SAP) status as when they left if returning to the same degree plan. If it is mathematically impossible for a student to achieve Met Standing for SAP at their next evaluation point when returning to the same program, re-entry enrollment may be denied, and the student should consider requesting a substantial program change.

If a student returns to the University for an additional degree, all previously completed NU classes will be reviewed to see if they qualify for application into the new degree program. Classes cannot be applied if they are at the same level as the initial conferred degree (i.e., a 2nd master's degree). Any unsuccessful classwork attempts will remain in the previous program and shall not negatively impact the new program's SAP status or maximum timeframe. Minimum grade requirements and other transfer credit policies still apply.

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

Students who are withdrawn or dismissed may not be eligible to return to the University. See the SAP, **Administrative Withdrawal** and **Program-Specific Dismissal policies**, for additional information.

Students dismissed due to violating the Student Code of Conduct Policy, the University's Academic Integrity policy, or any other legal or ethical matters do not qualify for re-entry to National University. For questions regarding prior dismissal and reentry eligibility, students can contact the OCS office at **ocs@nu.edu**.

All prior financial obligations must be addressed before a student may return and resume attendance at the University. The returning student is responsible for ensuring their previous balance is covered before their return. The student should work with our re-entry team to start the re-entry process. The re-entry team can be contacted directly at **returningstudent@nu.edu** and the toll-free number is 888-628-1565 regarding any previous financial obligation to the University.

General Re-entry Guidelines

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

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

Mandatory Program Comparison

A program comparison is not required for students returning to NU who withdrew from the University after completing 75% or more of the credits required by their degree program at the time of exit and are returning within 365 days from their last date of attendance. Under these circumstances, students may return to the same degree program/catalog version without adjusting the classes required to complete the program. SAP does not reset.

If a student is re-entering the University after being out of attendance for more than 365 days or are returning into a new program, a program comparison is required to determine which previously completed classes can be applied to the program. The student will need to speak with their enrollment advisor to start the program review process.

The University will review all previously completed NU classes based on the class level, grade, and when the class was completed. To be applicable, classes must have been taken within the last seven years. Classes older than seven years old are considered outdated and will not be applied or counted in SAP calculations.

If the program comparison determines there has not been a substantial change since the student left the University SAP will not restart, and all previously taken classes count for purposes of calculating Class Completion Rate, SAP Maximum Timeframe, and Cumulative GPA.

A SAP Appeal will need to be filed and approved for all program extensions needed for re-entry enrollment to the same program when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program. See the **SAP Appeal Policy** for more information.

If the comparison results in a determination of a substantial change as described below, the student is considered to be entering a new program for the purposes of SAP. In such cases, SAP may reset. Students are only permitted to make a substantial program or degree change once per degree level without SAP Appeal during their tenure with the University.

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

Substantial Program Change

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

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

Examples of substantially different programs:

Example 1 (same PCL, different CIP code)

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

Example 2 (same CIP code, different PCL)

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

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

An example of substantially similar programs:

- Doctor of Philosophy in Organizational Leadership (CIP code 52.0201).
- Doctor of Philosophy in Business Administration (CIP code 52.0299).

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

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

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

Accordingly, an example of substantially different programs:

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

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

Out-Dated Classes

When a student returns to the university or an active student changes school or degree, outdated classes not being applied to the current degree program because of age will not be counted. To be applicable, previously completed NU classes must have been taken within the last seven years. Program requirements may differ; please see the program for any specific programmatic requirements.

To calculate if the class is outdated, use the date recorded when the grade was posted. These classes that are not being applied or migrated do not count for SAP calculations or graduation degree conferral requirements.

Transfer of Credits to Re-entry Program

Whether the student is re-entering a new program or the same program, the University determines which previously completed classes are given credit in the student's re-entry program.

Financial Obligations Prior to Re-Entry

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

Re-entry after SAP Dismissal

A student who does not meet SAP standards may appeal to the SAP Appeal Committee as detailed in the **SAP Policy**. If it is mathematically impossible for a student to achieve Met 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.

Retaining Catalog Rights

Students maintaining continuous enrollment will remain subject to the requirements of the academic program that were listed in the catalog version at the time of their admission.

Students who elect to change their degree program or specialization/concentration after enrollment must submit a program transfer request and will be subject to the policies of the current catalog.

Students who choose to add or drop a minor are not subject to a catalog version change unless the minor is not offered in the original catalog. If the minor was not offered in the original catalog, the student must meet both degree program and minor requirements under the catalog in effect at the time of the requested program transfer.

Students can elect to move from their assigned catalog version and follow the requirements listed in the current catalog version; however, students cannot combine requirements from their previous catalog with those in the current catalog.

Students who have been out of attendance for less than 365 days will be allowed to return to the degree program/catalog version that they were enrolled in prior to exiting the University.

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

Students who leave the University and were enrolled in a program or specialization/concentration that was terminated will have 180 days from the date of termination to return to the University to be placed into the program version they were previously enrolled under. A student returning beyond 180 days from the date of termination will need to be enrolled into a program, specialization, or concentration offered in the current catalog version.

Program Availability

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

Denied Admissions and Attendance

National University reserves the right to deny admission to a potential student who does not meet the stated admission requirements for the program level of application. Please see the Basis for Admissions requirements for the program to which admittance is being requested.

Please note: Students may be barred from attending classes at National University for also failing to:

- Comply with the Student Code of Conduct Policy.
- Respond to official University notices.
- Settle financial obligations.

Students who are barred from attendance are generally given advance notice. If a student fails to respond or has a history of failing to respond, action will be taken without further notice, and the student may no longer be entitled to services of the University, except for assistance toward reinstatement. The University can drop the student from all current and future classes as appropriate. Under no circumstances may a student who has been barred from attendance attend class or receive a grade.

Students Who Believe They Have Been Subject to Discrimination:

National University students and employees abide by the Equal Opportunity, Harassment and Nondiscrimination Policy, as found on the NU website and in the Catalog. Please know that any person may file an informational report with suspicions of discrimination or harassment (whether or not the person reporting is the person alleged to have experienced the conduct). A report may be made at any time (including during non-business hours) by choosing the appropriate reporting form at this link: **www.nu.edu/reportit**, or in person, by mail, by telephone, by video, or by email, using the contact information listed below for the Title IX Coordinator and ADA 504 Coordinator.

ADA/504 Coordinator
Douglas Sheppard, ADA/504 Coordinator
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: 858-309-3538| Office Email: **adacoord@nu.edu** | Email: **dsheppard2@nu.edu**

Title IX Coordinator
Heather Tyrrell, Director, Institutional Equity Office of Institutional Equity
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: 858-640-8087| Office Email: **oie@nu.edu** | Email: **htyrrell@nu.edu**

Tuition and Fees

Tuition & Fees Disclaimer

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

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

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

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

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

Program Costs

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

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

College of Business, Engineering, and Technology Tuition Rates

School of Business and Economics

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Post-Baccalaureate Certificate	12	4	$989	$130	$12,838
Master of Business Administration (MBAD)	30	10	$867	N/A	$26,010
Master of Science in Entrepreneurship (MSE)	30	10	$901	$95	$28,430
Master of Science in Organizational Leadership (MSOL)	30	10	$869	$95	$27,470
Post-Master's Certificate	18	6	$1,173	$130	$22,344

Doctor of Business Administration (DBA)	48	16	$1,138	$100-$125**	$56,949***
Doctor of Philosophy in Business Administration (PhD-BA)	60	20	$1,241	$100-$125**	$77,285***
Doctor of Philosophy in Human Resource Management (PhD-HRM)	60	20	$1,272	$100-$135**	$79,295***
Doctor of Philosophy in Organizational Leadership (PhD-OL)	60	20	$1,278	$100-$110**	$79,280***

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

**The course material fee for CMP and DIS courses is $100 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

School of Technology and Engineering

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Science in Technology Management (MSTM)	30	10	$780	$95	$24,800
Doctor of Philosophy in Computer Science (PhD-CS)	60	20	$1,039	$100-$135**	$65,315***
Doctor of Philosophy in Cybersecurity (PhD-CY)	60	20	$1,039	$100-$135**	$65,315***
Doctor of Philosophy in Data Science (PhD-DS)	60	20	$1,104	$100-$135**	$69,215***
Doctor of Philosophy in Technology Management (PhD-TM)	60	20	$1,000	$100-$80**	$62,150***

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

**The course material fee for CMP and DIS courses is $100 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

Sanford College of Education Tuition Rates

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Education (MED)	30	10	$743	$110	$23,840
Master of Education in Educational Leadership (MEEDL)	30	10	$753	$125	$24,290
Education Specialist (EDS)	33	11	$928	$125	$32,449
Doctor of Education (EDD)	48	16	$947	$100-$135**	$47,891***
Doctor of Education in Educational and Organizational Leadership (EDD-EDL)	54	18	$981	$100-$135**	$55,679***
Doctor of Education in Instructional Design (EDD-ID)	54	18	$914	$100-$135**	$52,061***
Doctor of Education in Nursing Education (EDD-NUR)	54	18	$1,005	$100-$135**	$56,975***
Doctor of Philosophy in Education (PhD-ED)	60	20	$1,215	$100-$135**	$75,875***
Doctor of Philosophy in Educational and Organizational Leadership (PhD-EDL)	60	20	$1,229	$100-$135**	$76,715***
Doctor of Philosophy in Instructional Design (PhD-ID)	60	20	$1,203	$100-$135**	$75,155***

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

**The course material fee for CMP and DIS courses is $100 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

School of Health Professions Tuition Rates

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Post-Master's Certificate in Nursing	12	4	$683	$110	$9,086
Doctor of Health Administration (DHA)	60	20	$949	$100-$135**	$59,915***
Doctor of Nursing Practice in Executive Leadership (DNP)	46	13	$735	$100-$145**	$35,965***

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

**The course material fee for CMP and DIS courses is $100 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

JFK Psychology and Social Sciences Tuition Rates

Department of Psychology

Degree Program	Total # of Credit-Hours Required	Total # of 3 Credit-Hour Courses Required	Cost Per 1Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Post-Baccalaureate Certificate	12	4	$882	$130	$11,554
Master of Arts in Psychology (MAPSY)	30	10	$882	$130	$28,210
Master of Science in Child and Adolescent Developmental Psychology	30	10	$916	$130	$29,230
Master of Science in Forensic Psychology	30	10	$898	$130	$28,690
Master of Science in Health Psychology	30	10	$898	$130	$28,690

Master of Science in Industrial/Organizational Psychology	30	10	$916	$130	$29,230
Master of Science in Sports Psychology	36	12	$943	$130	$35,958
Post-Master's Certificate	18	6	$1,182	$130	$22,506
Doctor of Philosophy in Psychology (PhD-PSY)	60	20	$1,114	$100-$130**	$69,740***

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

**The course material fee for CMP and DIS courses is $100 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

Department of Social Sciences

Degree Program	Total # of Credit-Hours Required	Total # of 3 Credit-Hour Courses Required	Total # of 2 Credit-Hour Courses Required	Total # of 1 Credit-Hour Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course*	Total Estimated Cost of Program**
Post-Baccalaureate Certificate	12	4	N/A	N/A	$913	$130	$11,926
Master of Arts Marriage and Family Therapy (MAMFT)	45-60	12-17	4*	1*	$913	$215	$44,115 - $58,885
Master of Science in Clinical Mental Health Counseling	60	20	N/A	N/A	$654	$220	$44,090
Master of Social Work - Advanced Standing (MSW)	36	12	N/A	N/A	$739	$215	$29,634
Master of Social Work -	60	20	N/A	N/A	$776	$215	$51,310

Generalist (MSW)							
Post-Master's Certificate	18	5	N/A	3	$1,118	$130	$21,354
Doctor of Philosophy in Marriage and Family Therapy (PhD-MFT)	63	19	N/A	6	$1,118	$100-$215***	$74,394****
Doctorate of Marriage and Family Therapy (DMFT)	60	18	N/A	6	$1,118	$100-$215***	$70,825****

*Course Materials Fee (CMF) is not charged for 1 credit courses or MAMFT Internship courses (2 credit).

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

***The course material fee for CMP and DIS courses is $100 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

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

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

College of Law and Public Service Tuition Rates

The JFK School of Law at National University

Degree Program	Total # of Credit-Hours Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Juris Doctor	82	$832	$0	$68,224

*Total Estimated Cost of Program may vary depending on how many credits are transferred into the program and other factors that may apply such as leveling courses, repeated courses, etc. Rates reflect today's credit requirements

based on current course tuition rates and include the one-time learning management fee of $450 and a course materials fee (CMF) that will be charged per course to cover all of the materials (text and other) for the course.

For more information about Juris Doctor Tuition please see the **Juris Doctor Catalog**.

School of Public Service

Degree Program	Total # of Credit-Hours Required	Total # of Courses Required	Cost Per Credit-Hour	Course Material Fee (CMF) Per Course	Total Estimated Cost of Program*
Master of Law and Business (MLB)	30	10	$827	$125	$26,510
Doctor of Public Administration (DPA)	54	18	$970	$100-$135**	$55,085***
Doctor of Criminal Justice (DCJ)	54	18	$1,096	$100-$135**	$61,889***

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

**The course material fee for CMP and DIS courses is $100 per course. The fee for all other courses is the higher CMF amount as noted above and is calculated in the Total Estimated Cost of Program.

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

Non-Degree Tuition Rates

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

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

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

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

Miscellaneous Fees

Description of Miscellaneous Fees	Fee Amounts
Learning Management Fee, one-time, per program as noted in **Total Estimated Cost of Program** section.	$450.00
Official Transcript Fee - Electronic	$10.00
Official Transcript Fee - Paper	$12.75
Declined Credit Card Fee	$25.00
Late Payment Fee	$25.00
Returned Check Fee	$25.00

Miscellaneous Fee Information:

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

Note: All fees are non-refundable.

Digital Access Fee

The tables below reflect the Digital Access Fee (DAF) associated with each program. Please note that even if a student chooses to opt out of the textbook portion of the Course Materials Fee, classes may still include required digital learning materials such as articles, videos, and other online resources.

Students may contact their Academic and Finance Counselor (AFC) for additional support.

College of Business, Engineering and Technology

School of Business and Economics

Degree Program	Digital Access Fee per Class
Post-Baccalaureate Certificate	$105.00
Master of Science in Entrepreneurship (MSE)	$60.00
Master of Science in Organizational Leadership (MSOL)	$70.00
Post-Master's Certificate	$95.00
Doctor of Business Administration (DBA)	$95.00
Doctor of Philosophy in Business Administration (PhD-BA)	$100.00
Doctor of Philosophy in Human Resource Management (PhD-HRM)	$110.00
Doctor of Philosophy in Organizational Leadership (PhD-OL)	$85.00
Non-Degree Masters and Doctoral	$115.00

School of Technology and Engineering

Degree Program	Digital Access Fee per Class
Master of Science in Technology Management (MSTM)	$70.00
Doctor of Philosophy in Computer Science (PhD-CS)	$110.00
Doctor of Philosophy in Cybersecurity (PhD-CY)	$85.00
Doctor of Philosophy in Data Science (PhD-DS)	$110.00
Doctor of Philosophy in Technology Management (PhD-TM)	$60.00
Non-Degree Masters and Doctoral	$115.00

Sanford College of Education

Degree Program	Digital Access Fee per Class
Master of Education (MED)	$85.00
Master of Education in Educational Leadership (MEEDL)	$95.00
Education Specialist (EDS)	$95.00
Doctor of Education (EDD)	$110.00
Doctor of Education in Educational and Organizational Leadership (EDD-EDL)	$110.00
Doctor of Education in Instructional Design (EDD-ID)	$110.00
Doctor of Education in Nursing Education (EDD-NUR)	$110.00
Doctor of Philosophy in Education (PhD-ED)	$110.00
Doctor of Philosophy in Educational and Organizational Leadership (PhD-EDL)	$110.00
Doctor of Philosophy in Instructional Design (PhD-ID)	$110.00
Non-Degree Masters and Doctoral	$115.00

School of Health Professions

Degree Program	Digital Access Fee per Class
Doctor of Health Administration (DHA)	$90.00
Doctor of Nursing Practice in Executive Leadership (DNP)	$115.00
Non-Degree Masters and Doctoral	$115.00

JFK Psychology and Social Sciences

Department of Psychology

Degree Program	Digital Access Fee per Class
Post-Baccalaureate Certificate	$105.00

Degree Program	Digital Access Fee per Class
Master of Arts in Psychology (MAPSY)	$130.00
Master of Science in Child and Adolescent Developmental Psychology (MSPSYCAD)	$130.00
Master of Science in Forensic Psychology (MSPSYFP)	$130.00
Master of Science in Health Psychology (MSPSYHP)	$130.00
Master of Science in Industrial/Organizational Psychology (MSPSYIO)	$130.00
Master of Science in Sports Psychology (MSPSYSP)	$130.00
Post-Master's Certificate	$95.00
Doctor of Philosophy in Psychology (PhD-PSY)	$100.00
Non-Degree Masters and Doctoral	$115.00

Department of Social Sciences

Degree Program	Digital Access Fee per Class
Post-Baccalaureate Certificate	$105.00
Master of Arts Marriage and Family Therapy (MAMFT)	$110.00
Master of Science in Clinical Mental Health Counseling (MSCMHC)	$125.00
Master of Social Work - Advanced Standing (MSW)	$100.00
Master of Social Work - Generalist (MSW)	$100.00
Post-Master's Certificate	$95.00
Doctor of Philosophy in Marriage and Family Therapy (PhD-MFT)	$90.00
Doctorate of Marriage and Family Therapy (DMFT)	$85.00
Non-Degree Masters and Doctoral	$115.00

College of Law and Public Service

School of Public Service

Degree Program	Digital Access Fee per Class
Master of Law and Business (MLB)	$80.00
Doctor of Public Administration (DPA)	$105.00
Doctor of Criminal Justice (DCJ)	$115.00
Non-Degree Masters and Doctoral	$115.00

Financial Policies

Method of Payment

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

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

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

Meeting Financial Obligations

The University considers all financial obligations payable immediately, unless otherwise stated. Upon completion of the degree program, any outstanding financial balance is due and payable immediately. The University may withhold certificates and diplomas until all unpaid financial accounts have been satisfied.

Personal Responsibility

It is the personal responsibility of each applicant and student to determine how they will pay for their education.

The University expects applicants and students to actively search for the best funding option(s) available through review of all available information on the University website at **www.nu.edu**. The University staff will assist students in clarifying eligibility for any funding option offered by the University. It is the sole responsibility of the

individual applying to the University to ensure and confirm their eligibility for any funding options prior to enrollment and starting their first class.

The University, through its numerous partnerships and agreements with corporations, businesses, educational organizations, the U.S. military, and other agencies, offers tuition benefits to employees of those entities. Students who become aware of a tuition benefit that reduces their financial liability after enrolling will need to notify the University by contacting their Academic and Finance Counselor. After a review and approval of the request, the University will adjust the student's tuition rate. The postmark date or e-mail receipt date of final supporting documentation shall be the effective date of change. The University does not accommodate requests from students for retroactive consideration.

Default of Financial Obligation

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

- Denial of class registration.
- Withholding of certificates or diplomas.
- Assignment of the account for collection.
- Reporting the delinquent account status to a credit bureau.

In the event an account is delinquent, the University as well as outside agencies working on its behalf reserve the right to communicate with the student via email and/or cell phone regarding an outstanding balance in accordance with all relevant state laws. When an account is turned over for collection, the student is responsible for the balance due in addition to any interest or fees charged by the collection agency. If a lawsuit or other action is filed, litigation falls under California state jurisdiction and the student agrees to pay the University's attorney's fees as fixed by the trial court. If any party appeals any part of the trial court's decision, the student promises to pay the University's attorney's fees for the appeal as fixed by the appellate court.

Institutional Refund Policy

Students have the right to withdraw from a class or the University at any time. The University team members who receive a request to withdraw from the University will process the request on behalf of the student, using the date they received the request as the request date. See **Academic and University Policies** for additional information regarding withdrawal from the University.

Students may also be administratively withdrawn from the University for violating institutional policies as outlined in the Administrative Withdrawal policy.

Withdrawn students receiving Federal Financial Aid are subject to the Return of Title IV funds process.

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

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

Calculating Refunds

For purposes of calculating refunds, the first day of a class is used as day one and not the actual day a student attends class. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the class is a Monday, the student would need to drop by 11:59pm (PST) of the following Sunday, the seventh day of that class.

If a student does not complete a class, tuition refunds are made according to the schedule below. The refund policy is the same for on-site and online classes.

Students who drop or withdraw from a class:

- By 11:59pm (PST) of the seventh (7th) day of the class, receive a 100 percent refund.
- After 11:59pm (PST) of the seventh (7th) day, receive no refund.

Refund Processing Time

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

State-Specific Refund Policies

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard Refund Policy is more beneficial to those students, the University will follow its Institutional Refund Policy. State-specific refund policies are listed below.

Maryland Refund Policy

Students enrolled in online programs who reside in Maryland will receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the Code of Maryland Regulations).

1. Except as provided in §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
2. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.
3. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws or is terminated after completing only a portion of a course/class:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination Tuition Refund

Less than 10%……..90% refund
10% up to but not including 20%…….....80% refund
20% up to but not including 30%…….....60% refund

30% up to but not including 40%…….....40% refund
40% up to but not including 60%…….....20% refund
More than 60%……..…No refund

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

4. This refund policy is disclosed and acknowledged by students upon enrollment, and
5. Documentation verifying student refunds in accordance with this policy is maintained.

Oregon Refund Policy

After classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter, or nontraditional calendar. Refund rates shall not be differentiated on the criteria of a student's source of income or loan repayment obligations except as otherwise required by law without specific Commission approval. OAR 583-030-0035 (18) (c). For example, for a 4-week term, the resultant refund for the end of week 2 (half-way through the term) is 50% for Oregon students. For an 8-week term, the resultant refund for the end of week 4 (half-way through the term) is 50% for Oregon students. Specific charts reflecting the length of the individual student's term and the expected refund by week are included in disclosure attachment to the Oregon student's enrollment agreement.

Wisconsin Refund Policy

A student who withdraws or is dismissed after the cancellation period has passed, but before completing 60% of the potential credits of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of $100*.

1. Pro rata refund shall be determined as the number of credits remaining after the last credit completed by the student, divided by the total number of credits in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.
2. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or $400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential credits of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

*National University does not charge an application fee.

Student Aid

General Student Aid Eligibility

To be eligible for Federal Student Aid funds, a student must meet the criteria listed below. The University ensures that eligibility requirements are met before the disbursement 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 recognized equivalent of a high school diploma.
- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security Number with the Social Security Administration.
- Not owe an overpayment on any Title IV funds or be in default on a Title IV educational loan unless satisfactory arrangements are made to repay or otherwise resolve the overpayment or default.
- Have not obtained loan amounts that exceed aggregate loan limits made under any Title IV loan program unless satisfactory arrangements are made.
- Maintain satisfactory academic progress (SAP), as defined by the university Financial Aid Office.
- Complete the verification process, if selected to do so.

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

Forbearance and Deferment Options

Students and applicants with pre-existing student loan debt seeking financial relief while continuing their education should contact their lenders to discuss forbearance or other deferment options.

Forbearance may be granted at the lender's discretion for a variety of 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.

Student Loan Deferment

Federally subsidized Direct Loan borrowers are eligible for a federal interest subsidy whereby the federal government, rather than the student, pays the interest on a student's outstanding loan during the time the student is in school. During an authorized deferment of repayment, unsubsidized borrowers are eligible for the same deferment as subsidized borrowers. However, a deferment for an unsubsidized borrower only applies to the principal loan amount. Deferments for Grad and Parent PLUS applicants vary. Once a month, the University submits student enrollment data to the National Student Clearinghouse, which reduces the number of deferment forms students need

to complete. Students who receive a letter, statement, or a deferment form from a servicer must complete and submit the form as instructed.

To be eligible for loan deferment, students must be in attendance at least half-time and meet one of the following:

- Have completed at least the first class in their enrollment.

OR

- Be in attendance in the first class of their enrollment and the ninth day of the session must have passed.

Deferment forms cannot be processed until students have started their program of study. The University cannot accommodate students who request deferment forms prior to beginning their program. Deferment forms are only certified for the official class dates of enrollment and are based on enrollment status up to the time of reporting. The University provides servicers with data on student status but does not grant or deny deferment. The Clearinghouse only reports enrollment status to the National Student Loan Data System (NSLDS) for Direct/PLUS borrowers. This reporting does not apply to private education loan or NU-HELP borrowers, who should coordinate with their lender for deferment options and next steps. For further clarification of enrollment status and certification, see the Definition of Student Status in the Academic and University Policies section of this catalog.

Financial Aid Programs and Assistance

National University (NU) offers eligible students access to Federal loan and grant programs.

Federal Pell Grant

Description: The Federal Pell Grant is a need-based grant from the U.S. Department of Education that helps low-income undergraduate students pay for college. Unlike loans, it does not have to be repaid. Award amounts vary each year based on financial need, program of study, cost of attendance, and enrollment intensity (full-time vs. part-time).

Award Amounts:

- 2025-2026: $740 to $7,395
- 2026-2027: $740 to $7,395

Award Eligibility:

- Must be an undergraduate student (no prior bachelor's or professional degree).
- Must demonstrate financial need through the FAFSA.
- Must meet all federal eligibility criteria.
- Must be enrolled in an eligible degree or certificate program.
- Must maintain satisfactory academic progress (SAP).
- Limited to 150% of annual award per award year.
- Limited to 600% Lifetime Eligibility Used (LEU).

Federal Direct Loan Program

Direct Subsidized Loan

Description: Direct Subsidized Loans are federal student loans for undergraduate students with financial need. The U.S. Department of Education pays the interest while the student is enrolled at least half-time, during the grace period, and during approved deferment periods.

Award Amounts:

- Up to $3,500 as a first-year undergraduate
- Up to $4,500 as a second-year undergraduate
- Up to $5,500 as a third-, fourth-, or fifth-year undergraduate

Eligibility Criteria: To qualify for a Direct Subsidized Loan, a student must:

- Demonstrate financial need as determined by the FAFSA.
- Complete the Master Promissory Note (MPN) and Entrance Counseling (EC).
- Be an undergraduate student.
- Be enrolled at least half-time in an eligible degree or certificate program.
- Must meet all federal eligibility criteria.

Direct Unsubsidized Loan

Description: Direct Unsubsidized Loans are federal student loans available to both undergraduate and graduate students. Unlike Subsidized Loans, interest accrues while the student is in school and during grace, deferment, and forbearance periods.

Award Amounts:

2025-2026:

- Up to $9,500 as a first-year undergraduate
- Up to $10,500 as a second-year undergraduate
- Up to $12,500 as a third-, fourth-, or fifth-year undergraduate
- Up to $12,500 as a fifth-year undergraduate credential student
- Up to $20,500 as a graduate student
- Up to $33,000 as a graduate student in certain health professions

2026-2027:

- Up to $9,500 as a first-year undergraduate
- Up to $10,500 as a second-year undergraduate
- Up to $12,500 as a third-, fourth-, or fifth-year undergraduate
- Up to $12,500 as a fifth-year undergraduate credential student
- Up to $20,500 as a graduate student
- Up to $50,000 as a graduate student in certain health professions

Eligibility Criteria: To qualify for a Direct Unsubsidized Loan, a student must:

- Complete the FAFSA (financial need is not required).
- Complete the Master Promissory Note (MPN) and Entrance Counseling (EC).
- Be enrolled at least half-time in an eligible degree or certificate program.
- Must meet all federal eligibility criteria.

Direct Parent PLUS Loan

Description: Direct Parent PLUS Loans are federal loans that parents of dependent undergraduate students can use to help pay for educational expenses not covered by other financial aid. Unlike Subsidized or Unsubsidized Loans, a credit check is required. Interest accrues while the student is in school and during grace, deferment, and forbearance periods.

Award Amounts:

- Up to the cost of attendance (as determined by the school) minus other financial aid received.

Eligibility Criteria: To qualify for a Parent PLUS Loan:

- The borrower must be the biological, adoptive, or, in some cases, stepparent of a dependent undergraduate student.
- Both parent and student must be U.S. citizens or eligible noncitizens.
- The student must be enrolled at least half-time in an eligible program.
- The parent must pass a credit check with the Department of Education. Parents may explore co-signer and/or endorser or appeal options if not initially approved.
- Complete the Master Promissory Note (MPN), Entrance Counseling (EC), PLUS Counseling. Special PLUS Counseling is required if the applicant is not approved on a standalone basis.
- Complete the FAFSA.
- Must meet all federal eligibility criteria.

Direct Graduate PLUS Loan

Description: Direct Graduate PLUS Loans are federal loans available to graduate and professional students to help cover educational expenses not met by other financial aid. A credit check is required. Interest accrues while the student is in school and during grace, deferment, and forbearance periods.

Award Amounts:

- Up to the cost of attendance (as determined by the school) minus other financial aid received.

Eligibility Criteria: To qualify for a Graduate PLUS Loan, a student must:

- Be a graduate or professional student enrolled at least half-time in an eligible program.
- Pass a credit check with the Department of Education. Students may explore co-signer and/or endorser or appeal options if not initially approved.
- Complete the Master Promissory Note (MPN), Entrance Counseling (EC), and PLUS Counseling. Special PLUS Counseling is required if the applicant is not approved on a standalone basis.

- Complete the FAFSA.
- Must meet all federal eligibility criteria.

Other Financial Assistance

In accordance with U.S. Department of Education guidance, Other Financial Assistance (OFA) refers to any educational benefits, scholarships, grants, waivers, employer tuition assistance, or other resources received by the student to cover educational expenses, in addition to financial exceptions, federal, state, or institutional aid. All forms of assistance-whether provided by external agencies, employers, or private organizations-must be reported to the University to be included in the student's financial aid package.

OFA is used to determine a student's total financial assistance and may affect eligibility for need-based federal, state, or institutional aid. Failure to report all sources of assistance may result in adjustments to existing financial aid awards, including reductions or returns of funds, to ensure compliance with federal regulations.

Some alternative funding options that are available for some of the programs at National University are:

Reserve Officers' Training Corps (ROTC)

Students may enroll in Army or Air Force ROTC while attending National University. Scholarships are offered in select undergraduate programs on a competitive basis at the two-, three-and-a-half-, and four-year college levels. Applicants are selected based on a comprehensive "whole person" evaluation, which includes GPA and interviews. Veterans who complete their studies and are commissioned by age 35 may also be eligible for ROTC participation. National University students can enroll in ROTC by contacting the local ROTC Recruiting Office.

Corporate Tuition Assistance

Many employers offer tuition reimbursement programs. Students are encouraged to check with their employer for application procedures. Employer reimbursement or tuition assistance is considered part of a student's Other Financial Assistance (OFA) when determining financial need. Employer reimbursement typically covers tuition and fees only. Students must report all employer assistance so it can be included in their OFA calculation.

Aid for Native Americans

Native American students who can document membership in a federally recognized tribe may apply for educational grants through the Bureau of Indian Affairs (BIA). Students are advised to contact their local BIA.

State Rehabilitation

The state rehabilitation program assists individuals with disabilities in entering or returning to the workforce. Students with disabilities are encouraged to contact their regional state rehabilitation office for more information on eligibility and application procedures.

Private Education Loan Information

A private education loan is defined as a non-FSA loan used for postsecondary education. Students are informed that they may qualify for Federal Student Aid (FSA) loans or other forms of assistance, and that FSA loan terms may be more favorable than those of private loans. National University does not participate in a preferred lender arrangement. Private loan lenders require credit checks, and students are strongly encouraged to file a FAFSA before applying for private loans.

University Payment Plans

Payment Plans and Fee Information

Tuition is due and payable prior to the first-class session of each class or term. If a tuition payment check is returned due to insufficient funds, the University reserves the right to drop all current and future classes for that student. Students will be notified of this action and assessed a return check charge. The University may require students who have written multiple insufficient-fund checks to make all future payments by cashier's check, cash or money order.

- 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 Returned Check Fee of $25.00 is charged when a student's payment by check does not clear their account.
- A Declined Credit Card Fee of $25.00 is charged when a student payment by credit card is denied by the issuing credit card company.

Pay-in-Full (Length of Program)

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

Pay-by-Class or Term

Tuition is due at the time the student requests their class (s) for non-term programs and when the student requests to term schedule for term-based programs. The University reserves the right to change tuition rate as it deems necessary.

University Payment Plan

This monthly payment plan covers the direct University tuition costs for each class or term only.

- At the time of a student's Class Acceptance, a payment plan is initiated by the student requiring monthly payments made directly to the University.
- Students cannot register for a new class until all outstanding tuition and fees balances are paid in full.
- Payment Plans may need to be on file prior to class start dates, but payment plans may also extend beyond the length of a class from time-to-time with an approved exception by the student's AFA.

The University reserves the right to change tuition rates as it deems necessary.

Procedural Steps for the University Payment Plan

- Step One: At the time attendance is confirmed in the class, the student schedules the subsequent monthly payments as required by the payment plan. The first payment is processed on the eighth (8th) day of the class.
- Step Two: The student's two remaining monthly payments will be processed in 28-day increments beginning 36 days from the start of the class.

Other Important Details about University Payment Plans

- Credit Card: The student's credit card on file is charged automatically each month until tuition and fees for the term are paid in full.
- If a credit card payment is declined or a check is returned due to insufficient funds, a $25 Declined Credit Card or Returned Check Fee will be charged.
- If a student who has prepaid tuition withdraws or is dismissed from their degree program prior to graduating, any tuition reduction applied to such tuition prepayment is invalid.
    - The student is charged the applicable tuition for all completed classes based on the full tuition rate in effect at the time each class began.
    - The difference resulting from any tuition reduction and the amount charged at the full tuition rate in effect at the time each class began is deducted from the remaining credit balance prior to the refund payout.

University Scholarships and Grants

Each year, National University awards tuition scholarships and grants to educationally and economically disadvantaged students. All scholarships and grants are based upon the eligibility rules that focus on financial needs.

National University's awards are considered "last money" tuition scholarships. These awards are designed to supplement, but not replace, federal and state financial aid, employer tuition assistance, and student income. Awards are credited directly to the financial accounts of recipients. The number of scholarships disbursed depends upon the availability of allocated funds. As a nonprofit institution, National University tries to provide as many scholarship and grant opportunities as possible.

National University adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University does not discriminate in its admissions practices except as permitted by law, in its employment practices, or in its educational programs or activities on the basis of race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender. As a recipient of federal financial assistance for education activities, National University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status or any other category protected by applicable state or federal law.

Admission advisors and financial aid advisors will assist you in applying for a University-funded award. However, it is your responsibility to read and comply with the policies and procedures contained in the University catalog prior to applying for a scholarship.

Please review the accompanying scholarship information. If you meet the eligibility criteria for an award and are in need of financial assistance, you are encouraged to apply.

For more information on scholarships please visit **https://www.nu.edu/admissions/financial-aid-and-scholarships/scholarships/**.

If you have any questions, please email **scholarships@nu.edu**.

Military Programs and Veterans Education Benefits

National University Veterans Affairs Department

9388 Lightwave Avenue

San Diego CA 92123

Email: **veteransaffairs@nu.edu**

Phone: 858-541-7970

In Accordance with Title 38 U.S. Code § 3679(e), National University adopts the following provisions for any student using U.S. Department of Veterans Affairs (VA) GI Bill® benefits.

While payment to the University is pending from the VA, National University will not:

- Prevent students from enrolling.
- Assess a late penalty fee.
- Require students to secure alternative or additional funding.
- Deny access to any resources (including classes, libraries, or other University facilities) available to other students who have satisfied their tuition and fees bills.

Provided that Students using Veterans Education Benefits submit the current following documents to **veteransaffairs@nu.edu**:

- **VA Certificate of Eligibility (COE) or Statement of Benefits** confirming entitlement to benefits, submitted no later than the first day of the student's first class.
- **Statement of Understanding (SOU)** providing written authorization for the University to administer benefits on the student's behalf.
- **Additional Military/VA documentation** as necessary to facilitate the accurate and timely certification of enrollment by the University (e.g. DD Form 214, Certificate of Discharge, etc.).

Students using Veterans Education Benefits are permitted to attend classes while their benefits are being processed, provided they submit a valid COE. Students may attend classes from the date the COE is submitted until VA issues payment to the University or 90 days after the University certifies the student's enrollment for tuition and fees, whichever occurs first.

During this period, students will not be assessed late fees, dropped from classes, or required to secure alternative funding due to pending VA payments. After this period, students are responsible for paying any portion of tuition and fees balance, books, supplies, and institutional fees that are not covered by their Veterans Education Benefits.

U.S Department of Veterans Affairs Information

Contact the VA GI Bill® Hotline by calling 1-888-442-4551, Monday-Friday from 7am-6pm Central Time.

Submit questions to VA about Veterans Education Benefits and service, 24/7 via AskVA: **https://www.va.gov/contact-us/ask-va/introduction**.

For questions about Veterans Education Benefits overpayments contact the VA Debt Management Center at 1-800-827-0648 or visit: **https://www.va.gov/manage-va-debt/**.

Learn how your Veterans Education Benefits can support your education by visiting the GI Bill® Comparison Tool: **https://www.va.gov/education/gi-bill-comparison-tool/**.

Find a local Veterans Readiness and Employment office by visiting: **www.va.gov/find-locations/**.

Veterans Education Benefits

Montgomery GI Bill® – Active Duty (Chapter 30) provides education benefits to veterans who served at least two years on active duty after June 30, 1985, and had their pay reduced by $100 per month for 12 months while in service.

Students using Chapter 30 receive a monthly stipend directly from VA and are responsible for paying their tuition and fees to the University.

Montgomery GI Bill® – Selected Reserves (Chapter 1606) provides education benefits for eligible members of the Army, Navy, Air Force, Marine Corps, and Coast Guard Reserve, as well as the Army National Guard and Air National Guard.

Students using Chapter 1606 receive a monthly stipend directly from VA and are responsible for paying their tuition and fees to the University.

Veterans Readiness and Employment (VR&E) (Chapter 31) provides benefits to service members and veterans with an eligible service-connected disability rating that impairs their ability to work. While this is not solely an education-specific benefit, the program helps eligible students address education and training needs to obtain and maintain suitable employment.

Entitlement to Chapter 31 benefits is determined on an individual basis following an evaluation and approval by a Vocational Rehabilitation Counselor (VRC).

Post-9/11 GI Bill® (Chapter 33) provides education benefits for veterans and service members with active-duty service after September 10, 2001. Eligible students may receive benefits that include tuition and eligible fees (subject to an annual cap), a Monthly Housing Allowance (MHA), and a books and supplies stipend of up to $1,000 per year.

Tuition and fees are paid directly to the University by VA on behalf of students using Chapter 33.

Rudisill Supreme Court Decision has extended some veterans' education entitlements under Chapters 30 and 33. Eligible veterans may qualify for additional GI Bill® benefits.

Dependents' Educational Assistance Program (Chapter 35) provides education and training benefits to eligible spouses and children of veterans who are permanently and totally disabled due to a service-connected condition, died in service, or died as a result of a service-connected condition.

Students using Chapter 35 receive a monthly stipend directly from VA and are responsible for paying their tuition and fees to the University.

Marine Gunnery Sergeant John David Fry Scholarship (Fry Scholarship) provides education benefits to eligible children and surviving spouses of service members or members of the Selected Reserve who died on or after September 11, 2001. Eligible students may receive benefits that include tuition and eligible fees (subject to an annual cap), a Monthly Housing Allowance (MHA), and a books and supplies stipend of up to $1,000 per year.

Tuition and fees are paid directly to the University by VA on behalf of students using the Fry Scholarship.

Transfer of Post-9/11 GI Bill® Benefits to Dependents (TEB) allows eligible active-duty service members to transfer unused education benefits under Chapter 33 to their spouses or children, subject to their respective military service policies and eligibility requirements.

Charging of Veterans Education Benefits

Veterans Education Benefits are charged at a rate of 30 days of entitlement for each full month of training.

Classes that are shorter or longer than 30 days are prorated based on the actual number of days in the enrollment period.

Veterans Education Benefits Disclaimer

National University cannot guarantee eligibility for Veterans Education Benefits, award percentages, stipend amounts, stipend payments, or other aspects of GI Bill® benefits. Benefit determinations are made solely by the U.S. Department of Veterans Affairs.

National University is not responsible for changes in VA policies, external processing time, payment adjustments, or benefit denials as a result of VA policies. Students are encouraged to refer to official information available at www.va.gov or call 1-888-442-4551 for the most accurate and up-to-date guidance.

For more information about Veterans Education Benefits at National University, including how to apply for VA benefits, please visit: **https://www.nu.edu/student-services/veterans-affairs/**.

VA Trademark Attribution Statement

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

Using VA Benefits for Remedial Classes

Remedial classes, including MTH 12A (Algebra I) and MTH 12B (Algebra II), are designed to address deficiencies in foundational skills. These classes may be certified for Veterans Education Benefits only when they are required as part of a VA-approved program of education and when the student's need has been properly documented.

The VA requires official placement test results to substantiate the need for enrollment in remedial classwork. At National University, students must provide an Accuplacer test score demonstrating the need for the remedial class. The Accuplacer must be completed prior to the start date of the enrolled remedial classes.

In accordance with VA guidelines, only residential (fully in-person) remedial classes may be certified for Veterans Education Benefits. Online and hybrid remedial classes cannot be certified.

To schedule an Accuplacer exam, students should contact Testing Services at **testingservices@nu.edu**.

Entitlement Charging by Chapter

- Chapter 30, Chapter 33, Chapter 1606, and Chapter 1607: Entitlement is charged for approved remedial training.
- Chapter 35: Entitlement is not charged for up to five months of full-time remedial training.

Non-Matriculated Veteran Students

VA defines matriculated as having been formally admitted to a college or university as a degree-seeking student. VA educational benefits cannot be paid to non-matriculated college or university students unless they are pending admission to National University.

In that case, veteran students can be certified for two terms, irrespective of the number of credit hours. A student can be certified beyond this two-term limit once the student is formally admitted to National University as a degree-seeking student.

Veterans Readiness and Employment (Chapter 31)

Veterans Readiness and Employment (VR&E), also known as Chapter 31, is a U.S. Department of Veterans Affairs program that assists eligible veterans and service members with service-connected disabilities in preparing for, obtaining, and maintaining suitable employment. Educational benefits under VR&E are provided through an individualized rehabilitation plan developed and approved by a VA Vocational Rehabilitation Counselor. Students must receive formal VA authorization before enrollment can be certified.

Learn more about this program by visiting: **https://www.nu.edu/veteran-readiness-and-employment/**.

Study Abroad and Veterans Education Benefits

Students planning to participate in a Study Abroad program while using Veterans Education Benefits must be matriculated in a VA-approved degree program. Only classes that apply to the student's approved program of study and meet degree requirements may be certified for VA funding.

National University Study Abroad programs operate under the Instructor-Led Enrollment model for Veterans Education Benefits purposes. Classwork may be delivered domestically, internationally, or through a combination of both locations. These arrangements typically involve a faculty-led cultural immersion experience in which students begin classwork at a domestic campus and then travel internationally to continue their studies with the same instructor and classmates. Academic credit is awarded by National University.

Post-9/11 GI Bill® – Study Abroad Payment Guidelines

Under Chapter 33, VA will pay

- Tuition and mandatory fees, up to the VA's annual maximum tuition and fees cap.
- Books and supplies stipend.
- Monthly Housing Allowance (MHA), based on the ZIP code of the campus where the student is attending.
- Additional Study Abroad–specific fees only if that component is required for graduation.

VA Will Not Pay

- Costs related to travel, including airfare, lodging, and meals.
- Third-party charges.

Students eligible for the Post-9/11 GI Bill® at less than the 100% benefit level will receive prorated tuition and fee payments based on their eligibility percentage.

Students must be enrolled more than half-time to receive the Monthly Housing Allowance (MHA).

Requesting VA Certification for Study Abroad

Students seeking to apply Veterans Education Benefits toward Study Abroad classwork must submit a written request via email to **veteransaffairs@nu.edu** identifying the immersion session term, class(s), and requesting certification for VA benefits.

Post-9/11 GI Bill® and Fry Scholarship

The VA pays a Monthly Housing Allowance (MHA) directly to students using Chapter 33 or the Fry Scholarship when enrolled in onsite, online, or qualifying hybrid classes. MHA is payable only when an undergraduate student's rate of pursuit is more than half time, as determined by the class length and number of credits taken. Graduate students are considered full time for MHA purposes. Classes shorter than 30 days are prorated for MHA based on the actual number of days in the term.

Credit Hour Conversion for Military Housing Allowance				
Degree Level	**Length**	**Semester Credit Hours**	**Rate of Pursuit for MHA**	**MHA/Stipend Rate**
Undergraduate	4-weeks	2 Semester Credit Hours	¾ Time	80%
Undergraduate	4-weeks	3 Semester Credit Hours	Full-Time	100%
Undergraduate	6-weeks	3 Semester Credit Hours	¾ Time	80%
Undergraduate	6-weeks	4 Semester Credit Hours	Full-Time	100%
Undergraduate	8-weeks	4 Semester Credit Hours	¾ Time	80%
Undergraduate	8-weeks	6 Semester Credit Hours	Full-Time	100%

Credit Hour Conversion for Military Housing Allowance	
Graduate	All graduate programs are considered Full-Time for MHA
Undergrad Full-Time Rate of Pursuit (ROP): ROP of ½ time or less is ineligible for MHA.	

MHA rates for approved National University campuses are available on the GI Bill® Comparison Tool. Students with questions about their specific MHA payment amount should contact the GI Bill® hotline directly for assistance.

Residence (in-Person) Classes

Students enrolled more than ½ time in classes delivered fully in person will receive MHA at the VA's residence training rate. Estimated MHA amounts for residence training can be found using the GI Bill® Comparison Tool.

Online or Distant Learning Classes

Students enrolled more than ½ time in classes delivered entirely online will receive MHA at the VA's online training rate. Estimated MHA amounts for online training can be found using the GI Bill® Comparison Tool.

Hybrid Classes

Students enrolled in hybrid classes are considered residence (in-person) for MHA purposes. Students enrolled in hybrid classes must meet National University's attendance policy, which requires participation in at least two in-person class meetings per class.

Students using Veterans Education Benefits who fail to attend at least one required in person session will be reported to the VA as distance learning for that class. This reclassification will impact the student's MHA, as rates differ based on modality.

Missed in person sessions, including those resulting from circumstances beyond the student's control, must still be reported as distance learning in accordance with U.S. Department of Veterans Affairs guidelines. The National University Veterans Affairs department cannot certify such enrollment as resident training, regardless of mitigating circumstances.

Books and Supplies Stipend

Students may receive up to $1,000 per academic year for books and supplies. This payment is issued directly to the student by the U.S. Department of Veterans Affairs.

Monthly stipends are prorated based on the student's GI Bill® eligibility percentage, rate of pursuit, and remaining entitlement for the academic year.

Rounding Out (Final Term Only)

In a student's final academic term, the U.S. Department of Veterans Affairs permits a one-time practice known as "rounding out," allowing enrollment in additional classwork to increase training time or rate of pursuit up to full-time. Additional classes must be listed in the approved program curriculum and not previously completed, even if not required for graduation.

If all remaining program classes have been completed or are not offered during the final term, the student may enroll in other institutional classes to reach full-time status. Rounding out is limited to once per program and is not authorized for clock-hour non-college degree programs.

Repeating Classes

Classes that have been successfully completed may not be certified again for Veterans Education Benefits, even if VA did not pay for the prior attempt. A class may be certified for repeat enrollment only if it is required for graduation and the student either failed the class, did not achieve the minimum grade required by the program as published in the catalog, or is required by the institution to repeat the class due to outdated credit. There is no limit on the number of attempts when repetition meets these criteria. Classes repeated solely to improve a grade point average or by student choice when not institutionally required cannot be certified to the VA.

Concurrent Enrollment and Parent School Letter

Students may enroll in classes at more than one institution when the classwork applies to their approved degree program. The institution granting the degree is considered the "parent" school, and any other institution is the "guest" school. All classes taken at a guest school must be pre-approved by National University and must apply to the student's degree program to be certified for Veterans Education Benefits.

National University will provide a parent school letter to the VA School Certifying Official at the guest institution verifying that the approved classes apply toward the student's degree program. An official transcript from the guest school must be submitted to National University for transfer credit evaluation, grade permitting.

Military Tuition Assistance

The Military Tuition Assistance Program may cover up to 100 percent of tuition costs for eligible active-duty service members, subject to service branch funding limits. Each military service branch, including the Coast Guard, establishes its own eligibility criteria, service obligations, funding caps, and application procedures. National Guard members and Reservists may also qualify based on their service eligibility and should consult their respective service for guidance.

Classes must be taken at an accredited two- or four-year institution, either on-site or through distance learning. Tuition Assistance funds are paid directly to the institution by the service branch.

Tuition Assistance must be requested through the student's installation Education Office. An approved Tuition Assistance voucher must be submitted to **militarysbs@nu.edu** prior to enrollment. Students can find more information at: **https://www.nu.edu/military-benefits-and-funding-options/**.

Tuition Assistance Top-Up Program (Top-Up)

The Tuition Assistance Top-Up Program allows eligible Service members to use their GI Bill® benefits to cover class costs that exceed the amount paid by Military Tuition Assistance (TA).

Active-Duty, Reserve, and National Guard members who are eligible for Chapter 30 or Chapter 33 benefits and who receive TA from their military branch may qualify for Top-Up.

Students must be enrolled in a VA-approved program of education to use Top-Up benefits. Because using Top-Up will reduce remaining GI Bill® entitlement, students are strongly encouraged to consult with the Military Education Service Officer on their Military Installation before electing this option.

To request Top-Up at National University:

- Students must elect to use Top-Up on their Military TA voucher or contract.
- Students must also notify National University in writing by emailing **veteransaffairs@nu.edu** and specify the term for which they are requesting Top-Up benefits.

For additional information about the Tuition Assistance Top-Up Program, students may visit: **https://www.nu.edu/student-services/Veterans-affairs/top-up-information/**.

Military Tuition Assistance Refunds

Tuition Assistance (TA) funds are awarded to students on a class-by-class basis. TA funds are paid based on actual days attended, for up to 60 percent of the days in the class. If a student stops attending before completing the class, the University will return any unearned TA funds directly to the applicable military service on a prorated basis, as outlined below. Any tuition balance not paid by the military service due to early class withdrawal is the responsibility of the student.

TA funds can only be returned after the University has invoiced the approved TA voucher and payment has been received from the applicable military service branch. Once payment has been received, refund processing typically requires an additional 10–14 days. The full return process may take up to 90 days.

During this period, a student's ability to receive new TA vouchers may be affected. Students should contact their installation Education Office when dropping classes to discuss potential impacts to their participation in this program.

4-week Class Refund Schedule	Refund to Military Service	8-Week Class Refund Schedule	Refund to Military Service	12-Week Class Refund Schedule	Refund to Military Service
Day 1-7	100%	Day 1-14	100%	Day 1-21	100%
Day 8-13	75%	Day 15-27	75%	Day 22-41	75%
Day 14-16*	50%	Day 28-33*	50%	Day 42-50*	50%
Day 17+	No Refund	Day 34+	No Refund	Day 51+	No Refund

*60% of class attendance threshold

Military Service Obligations and Deployment

If a military mobilization, deployment, or other service obligation interrupts a student's attendance, the University will work with the student to identify solutions that avoid creating a debt for the returned portion of TA.

Students are responsible for notifying their advisor of any military service obligation that will interrupt their attendance and must provide official military orders or a letter from their commanding officer.

Students who withdraw due to military mobilization or deployment will be processed in accordance with the University's Military Deployment Refund policy.

Yellow Ribbon Program – Post-9/11 GI Bill® Students

National University participates in the Yellow Ribbon Program (YRP), through which the VA and the University share the cost of tuition and fees that exceed the VA's annual tuition cap for private institutions. For YRP purposes, the academic year runs from August 1 through July 31.

Students using the Post-9/11 GI Bill® at the 100% eligibility level, including active-duty service members, transferred beneficiaries, and Fry Scholars, whose tuition and fees exceed the VA annual cap for private institutions may be eligible for YRP funding. For qualifying students, National University provides a tuition waiver toward eligible tuition and fees that exceed the annual cap, and the VA matches the University's contribution.

YRP Eligibility Requirements

To qualify, students must:

- Be eligible for the Post-9/11 GI Bill® at the 100% rate.
- Have remaining Chapter 33 or Fry Scholarship entitlement.
- Be enrolled in a VA-approved degree or certificate program.
- Be enrolled only in classes required for program completion.
- Be in met academic standing status.
- Meet all University attendance and conduct standards.
- Not repeat a class previously completed with a passing grade.

Required Documentation

- Students requesting YRP consideration must have the following on file:
- A current Certificate of Eligibility (COE).
- A completed Statement of Understanding (SOU).
- Any additional required documentation (e.g. DD Form 214, Certificate of Discharge, etc.).

For more information about the Yellow Ribbon Program, including eligibility requirements and how to apply, please visit: **https://www.nu.edu/military-and-veterans/yellow-ribbon-program/**.

VA Work Study

As a VA-approved institution, National University is eligible to participate in the Department of Veterans Affairs (VA) Work Study Program. Based on institutional needs for veteran-related services, limited VA Work-Study positions may be available for eligible students. Due to federal requirements that all duties directly support Veterans Education Benefits, and additional VA restrictions, these positions are limited in number and availability.

Eligibility Requirements

Students attending National University may be eligible to participate in the VA Work Study Program if they meet the following criteria:

- Actively using VA education benefits under one of the following programs:
    - Chapter 30 (Montgomery GI Bill® Active Duty)
    - Chapter 31 (Veteran Readiness and Employment)
    - Chapter 33 (Post-9/11 GI Bill®)
    - Chapter 35 (Dependents' Educational Assistance)
    - Chapter 1606 (Montgomery GI Bill® Selected Reserve)
    - Fry Scholarship
    - Edith N. Rogers STEM Scholarship
- Maintain satisfactory academic standing and standards of conduct:
    - Undergraduate students: minimum 2.0 GPA
    - Graduate students: minimum 3.0 GPA
- Be actively attending a VA-approved degree program at National University
- Be enrolled at a rate of pursuit of ¾ time or greater
- Students with a VA service-connected disability rating of 30% or higher receive hiring priority

How to Apply

Students interested in VA Work-Study opportunities at National University should visit the National University Careers page to view and apply for open positions. Participation in the program is not guaranteed.

Students are also encouraged to explore VA Work Study opportunities within their local community. A comprehensive list of approved VA Work Study sites can be requested through the VA at: **https://www.va.gov/contact-us/ask-va/**. When submitting a request, students should include their city, state, and ZIP code to receive the most relevant opportunities. Students are solely responsible for applying to and securing VA Work Study positions outside of National University

Application and Forms

The financial aid process begins when a student submits their Free Application for Federal Student Aid (FAFSA) at **www.studentaid.gov** using the institution's school code. Each applicant requesting federal financial aid must have a current and valid Institutional Student Information Report (ISIR) on file with the University and the U.S. Department of Education which is the output of a successfully submitted FAFSA.

The student financial services department will use ISIR information including the applicants Student Aid Index (SAI) to determine eligibility for all Federal Student Aid (FSA) programs. SAI has replaced the Expected Family Contribution as a formal evaluation of a student's estimated financial resources to contribute toward their postsecondary education for a specific award year.

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 academic years. As a best practice, students should complete a FAFSA annually as the new year's FAFSA becomes available, typically October 1st.

Master Promissory Note (MPN)

The Master Promissory Note (MPN) is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It also explains the terms and conditions of your loan(s).

In order to be eligible to receive a Direct loan, a borrower must sign an MPN which may be done by visiting the **www.studentaid.gov** web site.

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

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

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

Entrance Counseling

Entrance counseling ensures you understand the terms and conditions of your loan and your rights and responsibilities. You'll learn what a loan is, how interest works, your options for repayment, and how to avoid delinquency and default.

Entrance counseling is required before a borrower can receive their first disbursement of a Direct Loan or Direct PLUS Loan. The entrance counseling may remain valid for all future borrowing for the FSA program for which the counseling was completed. Students can access entrance counseling by logging in to **www.studentaid.gov/entrance-counseling/** using their FSA ID.

Additional Loan counseling is required for students and/or parents borrowing Graduate PLUS or Parent PLUS loans with endorsers or adverse credit history.

Verification

Verification is the selective confirmation of certain student and parent-reported data (for dependent students). Applications are selected for verification either by the FAFSA Processing System (FPS) or by the Student Financial Services (SFS) team. The Financial Aid Office verifies all applications selected by the FAFSA Processing System (FPS). 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.

Estimated financial aid offers may be generated before verification as necessary. The verification process must be completed for selected applicants before any need-based Title IV aid will be disbursed. A student will receive an updated offer 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, NU may verify different items from year to year.

Student Notification of Verification

Applicants selected for verification will be notified via notice of:

- The documentation needed to satisfy the verification requirements in their student portal.
- 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 offer letter changes as a result of verification and the time frame for such notification.
- When the verification process is complete.

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 Direct loan, resulting in Unsubsidized Direct funds only.

Submission of Verification Documents

In most cases, a completed Verification Worksheet is sufficient to complete verification, when the student uses the FUTURE Act Direct Data Exchange (FA-DDX) available when filling out the FAFSA online. As a practice, and unless the student is selected for the verification process, the SFS team does not request Form W-2 Wage and Tax Statements with tax transcripts. W-2 forms are only requested when determining a separation of income, making a professional judgment, when the student is a nontax filer, and/or resolving conflicting data.

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

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

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

Once a student is no longer enrolled, they may still submit verification documentation (using the deadline above) and receive a late disbursement if, during the time they were enrolled, the U.S. Department of Education had processed an ISIR with an official Student Aid Index (SAI). If the SAI changes based on the documentation received, any Pell grant award will be based on the lower SAI.

Database Matches and Documentation

As part of processing the Free Application for Federal Student Aid (FAFSA), student information is matched against multiple federal databases to confirm eligibility for federal aid. These matches help verify identity, citizenship, loan status, and overall eligibility for Title IV programs.

The following database matches are conducted:

- Social Security Administration (SSA): Verifies the Social Security number, name, and date of birth of applicants. Discrepancies may occur due to data entry errors or name changes.
- Department of Homeland Security (DHS): Confirms U.S. citizenship or eligible non-citizen status.
- Department of Veterans Affairs (VA): Identifies veteran status for certain benefits.
- National Student Loan Data System (NSLDS): Confirms whether the student has any fraudulent loans, is in default on a federal loan, owes a grant overpayment, has exceeded aggregate loan limits, or has an Unusual Enrollment History (UEH) flag. Aid cannot be disbursed until all NSLDS issues are resolved.
- Department of Justice (DOJ): Identifies individuals subject to a federal judgment lien or drug abuse hold, which must be satisfied before receiving additional federal aid.

If a database match produces a comment code indicating conflicting or missing information, students may be asked to provide documentation to resolve the discrepancy. Financial aid will not be disbursed until all discrepancies are resolved. In addition, subsequent FAFSA transactions (ISIRs) are reviewed continuously, and eligibility may change if new matches or updates are received.

Fraud Referrals

In compliance with 34 CFR 668.16(g), any credible information indicating fraud or misrepresentation in connection with federal aid must be reported. Staff who encounter such information must first contact their direct leader to obtain the required reporting form and protocol. Once the protocol and form is completed, the form and all relevant information regarding the student must be submitted to the Service Desk at **servicedesk@nu.edu**. The Service Desk will then route the matter to the appropriate departments and determine whether referral to the U.S. Department of Education's Office of Inspector General (OIG) is warranted.

Cost of Attendance

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

Direct and Indirect Costs

Students apply for financial assistance to help pay for costs related to receiving an education at the University. Some costs are direct charges, such as tuition, books, and fees, while other costs are considered indirect costs, such as housing, utilities, food, and other incidental personal expenses. Indirect costs are included in the Cost of Attendance 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 Cost of Attendance is Derived and Updated

The University reviews Cost of Attendance each year to determine current and reasonable expenses to attend the University. The University has chosen to use CollegeBoard guidelines, based on data from the most recent Consumer Expenditure Survey (CES) and the Indexes of Comparative Costs, both produced by the U.S. Bureau of Labor Statistics. Because a standardized budget is used, students are not asked to provide receipts to prove expenses.

The COA will not be increased unless unusual or exceptional circumstances exist and are approved through a Professional Judgment decision. Please refer to the **Professional Judgement** section for further information.

Costs in the COA include:

- Tuition and fees: The average tuition amount for the loan period is based upon degree level plus any mandatory program fees.
- Books, class materials, supplies, equipment, transportation, and miscellaneous personal expenses: These expenses are based on estimates from CollegeBoard.
- Food and housing: The standardized amount is based upon the student attending a distance education University; it includes the estimated cost for rent, utilities, and food.

Cost of Attendance

Cost of Attendance is a figure used by the Student and Financial Services (SFS) team to help determine financial aid eligibility. The COA is an estimated figure that captures direct and indirect expenses a student may incur while in school. The specific COA for each National University Program can be found at **https://www.nu.edu/cost-of-attendance/**.

Cost of Attendance (COA) Budget Determination

Cost of Attendance (COA) budgets are assigned to students based on the starting date of their specific Academic Year (AY), rather than the Federal Award Year in which financial aid is processed.

- Standard Cut-Over Date: Any student whose Academic Year start date falls on or after July 1 will be assigned the updated COA budget for that upcoming cycle.
- Prior Cycle Budgets: Any student whose Academic Year start date falls on or before June 30 will remain on the prior cycle's COA budget, regardless of the date on which packaging or award generation occurs.

Institutional financial aid packaging, including Auto-Packaging configurations, strictly adheres to these Academic Year start-date parameters. Students requiring budget modifications due to documented extenuating circumstances must submit a formal Cost of Attendance Appeal to the Financial Aid Office.

Cost of Attendance Restrictions

Certain student categories are restricted on allowable Cost of Attendance components:

Student Category	Restriction(s)
Less-Than-Half-Time Students	COA for students enrolled Less-Than-Half-Time can only cover tuition and fees, books, class materials, supplies and equipment, and transportation.
Active Military Students and Students Receiving Military Tuition Assistance	Active Military students and students receiving military tuition assistance may have reduced Cost of Attendances to allow for MHA payments and reduced tuition, when applicable.
Students using Title IV funding concurrently at another institution	The University will utilize direct costs only when determining COA for students using Title IV funding at another institution to avoid potential overawards.

Student Category	Restriction(s)
Periods of Non-Attendance	The university may not include in a student's COA costs (if any) for a period of non-attendance. A period of non-attendance is a period during which the student is not enrolled and is not otherwise engaged in any activity that is a requirement of the student's program of study. For example, if a student does not attend a module in a term that is divided into multiple modules or does not attend an intersession that falls between two terms, you may not include any costs associated with that module or intersession. This applies even if the module or intersession forms part of a standard term in which the student is otherwise enrolled, or if the student is studying for a test or classwork related to an eligible program during the period of non-attendance.
State Aid	If state assistance is designated to offset a specific component of the student's COA, the amount of that assistance may be excluded from both COA and Other Financial Assistance (OFA). If the amount is excluded from COA, it must also be excluded from OFA. If the amount excluded is less than the allowance provided in the student's COA, the school must exclude the lesser amount.

Packaging

The Student Financial Services team is committed to making a university education accessible through a consultative, student-centered approach that prioritizes grants and scholarships. Our philosophy follows a clear sequence: we begin by applying the "Grants First" principle, ensuring all students are considered for gift aid such as federal, state, and institutional grants and scholarships, before any other form of assistance. This is done to minimize debt and reduce the student's initial cost as much as possible.

After gift aid is exhausted, students often qualify for self-help aid in the form of loans or work study. Our standard initial award is designed to cover tuition and fees (Direct Costs) only. This approach gives students direct control over how they fund living expenses and empowers them to adopt a conservative borrowing strategy. If a student needs financial assistance to cover living expenses (such as housing, food, books, or transportation), they must expressly request additional aid. Upon this request, the appropriate aid will be added to the award package up to the student's maximum eligibility, not to exceed the student's full Cost of Attendance.

Students may reduce the amount of aid requested below the full tuition and fees if they choose to use alternative funding arrangements, which may include university payment plans, to cover a portion of their costs. This model ensures that the aid package is precisely tailored to the student's financial plan.

Award Package Notification and Appeals

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

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

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

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

Award Revisions

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

The Student and Financial Services Team routinely considers a revision in a student's aid package when any of the following occurs:

- There is conflicting information in the file.
- There are changes resulting from verification.
- An administrative error occurred.
- There is a change to the student class schedule.
- Additional funding has been identified.

Overawards

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

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

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

- Increasing the student's budget using allowable expenses, or;
- Adjusting the SAI 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.

Academic Calendar Definitions

Academic Calendar	Definition of an Academic Year	Definition of a Term/Payment Period	Associated Programs
Semester	Two 16-week Semesters	One 16-week period of instruction	All Group-Based undergraduate programs except BS BIO, AS BIO, and BSN This also includes EDDOI, MACTS, and JD
Subscription	Two 16-week Subscription Periods	One 16-week period of instruction	PsyD, DNAP
Non-term – Graduate	A minimum of 18 credits and 30 instructional weeks	The first Payment Period is at least half the required credits and instructional weeks. The second Payment Period is the remainder needed to complete the Academic Year.	All Graduate Programs except PsyD, DNAP, EDDOI, MACTS, and JD
Non-term – Undergraduate	A minimum of 24 credits and 30 instructional weeks	The first Payment Period is at least half the required credits and instructional weeks. The second Payment Period is the remainder needed to complete the Academic Year.	Individual-based undergraduate programs and BS BIO, AS BIO, and BSN

Professional Judgement

The FAFSA is completed using prior-prior year (two years prior) tax information that may no longer accurately reflect a student's current financial or personal circumstances. To assist with this, institutions of higher education can leverage Professional Judgments to adjust a student's application to more accurately reflect the student's circumstances.

To request a Professional Judgment, a student can do the following:

- Contact their assigned Academic and Finance Counselor (AFC) via phone or email to indicate their request for a professional judgment for Unusual or Special Circumstances.
- The assigned AFC will review the student's request and outline information that will need to be provided to support the request for Unusual or Special Circumstances.
    - Students should expect to provide documentation to support their Unusual or Special Circumstances.
- Once the student provides their statement and necessary documentation, the Professional Judgment request is submitted by an AFC for review by the Financial Aid Processing Team.
- A Financial Aid Processing Specialist will then review the student's statement and supporting documentation to determine if an adjustment is warranted.
    - If approved, the student's record will be updated to reflect the approved Professional Judgment request for the applicable Academic Year.
    - If denied, the student's record will be updated to reflect the reason for the denial.

Once a student has submitted their request and all required documentation, including their completed FAFSA form, the appeal will be reviewed within 10 business days. Timelines may vary based on time of year, complexity of the

appeal, and appeal volume; appeals are reviewed on a first-come, first-served basis. Documentation is critical throughout the Professional Judgment process. Schools must ensure that any supporting documentation collected is adequate to substantiate the student's circumstances.

The University's decision regarding adjustments is final and cannot be appealed unless new documentation is provided by the student for consideration.

Unusual and Special Circumstances That May Justify a Professional Judgment

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

Special Circumstances refer to financial situations in which a Financial Aid Administrator or students may utilize Professional Judgment on a case-by-case basis to adjust specific components of a student's Cost of Attendance (COA) or the data that was used to calculate their Student Aid Index (SAI).

Some examples of Special Circumstances that may be considered are:

- Change in employment status, income, or assets.
- Change in housing status (e.g., homelessness).
- Tuition expenses at an elementary or secondary school.
- Additional family members enrolled in college.
- Medical, dental, or nursing home expenses not covered by insurance.
- Child or dependent care expenses.
- Severe disability of the student or other member of the student's household.
- Other changes or adjustments that impact the student's costs or ability to pay for college.

Documentation may include (but is not limited to) the following:

- Written explanations of the special circumstances being experienced by the student and/or parent(s).
    - Copies of third-party letters or testimonials.
    - Copies of receipts, bills, and/or payroll statements.
    - A documented interview between the student and the financial aid administrator.
- Submission of a court order or official federal or state documentation that the student or the student's parents or legal guardians are incarcerated.
- A documented phone call or written statement, which confirms the unusual circumstances.

Limits on the use of Professional Judgment

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

Professional Judgment also may not be used to waive general student eligibility requirements or to avoid the intent of the law or regulations.

Dependency Override

Dependency Override is the process through which a student can appeal to have the dependency status as determined by the Free Application for Federal Student Aid (FAFSA) overridden due to unusual circumstances.

National University Financial Aid Processing has the authority to exercise Dependency Overrides based upon unusual circumstances on a case-by-case basis.

Unusual Circumstances refer to the conditions that justify an institution making an adjustment to a student's dependency status based on a unique situation (more commonly referred to as dependency override).

Dependency Override Criteria and Process

Circumstances That May Justify a Dependency Override

Following are some examples for which a student may request a Dependency Override:

- Victims of human trafficking.
- Students legally granted refugee or asylum status.
- Students voluntarily or involuntarily removed from the parents' home.
- Parental abandonment or estrangement.
- Parental incarceration.

Other students will continue to qualify as independent on their FAFSA form and are not required to provide parental information if they are one or more of the following:

- Were an orphan at the age of 13 or older.
- Were a ward of the court.
- Are or were in foster care.
- Were an emancipated minor or in a legal guardianship as determined by a court in the student's state of legal residence.
- Are an unaccompanied homeless youth or are unaccompanied at risk of homelessness and self-supporting.

Please note that requesting a dependency override does not guarantee approval.

Limits on the use of Dependency Override

Dependency Override does not apply to situations in which parents refuse to financially contribute to the student's education, are unwilling to provide their information, do not claim the student as an income tax dependent, or for a student who demonstrates total self-sufficiency. In addition, the fact that a student's parents live in another country does not qualify as an unusual circumstance.

Processing Requests for Dependency Override

Student requests for Dependency Override should be submitted by the student to the Student Financial Services team.

To request a Dependency Override, a student can do the following:

- Contact their assigned Academic and Finance Counselor (AFC) via phone or email to indicate their request for a dependency override.
- The assigned AFC will review the student's request and outline information that will need to be provided to support the request.
    - Students should expect to provide documentation to support their request.
- Once the student provides their statement and necessary documentation, the request is submitted by an AFC for review by the Financial Aid Processing Team.
- A Financial Aid Processing Specialist will then review the student's statement and supporting documentation to determine if an override is warranted.
    - If approved, the student's record will be updated to reflect the approved override request for the applicable Academic Year.
    - If denied, the student's record will be updated to reflect the reason for the denial.

Once a student has submitted their request and all required documentation, including their completed FAFSA form, the appeal will be reviewed within 10 business days. Timelines may vary based on time of year, complexity of the appeal, and appeal volume; appeals are reviewed on a first come first serve basis. Documentation is critical throughout the review process. Schools must ensure that any supporting documentation collected is adequate to substantiate the student's circumstances.

Disbursement Process and Eligibility

Definition of Disbursement and Disbursement Methods

A disbursement is defined as the application of any aid source to the student account, including, but not limited to, Title IV funding, Veteran Education Benefits, State Grants, Private Loans, and institutional grants and scholarships.

The disbursement policy allows for consistent application to student accounts that have scheduled and awarded funding. Students who elect to use Title IV Funding will be subject to eligibility reviews at multiple checkpoints in the funding period. These checkpoints are implemented to ensure proper adherence to the policy and regulation. Students must meet disbursement eligibility requirements to receive scheduled disbursements within the aid year. Please see the Disbursement Eligibility section below for more information. Funds are considered disbursed when they are credited to a student's account ledger.

All student aid eligibility requirements must be met before funds can be disbursed. The University reserves the right to make multiple disbursements within each Payment Period to align with the timing of charges being assessed. For Payment Period and Academic Year definitions, please see the previous Academic Calendar Definitions section.

Responsibility for Disbursement of Funds

Federal regulations require a clear and distinct separation of functions between the team authorizing Title IV funding payments and the team disbursing funds.

The Student Financial Services team ensures the accurate and appropriate awarding of aid. The Student Financial Services team also verifies the student's eligibility and enrollment status at the time of disbursement. The results of

the review are then forwarded to the Student Business Services team for funds to be either credited to the student's account or returned to the funding source.

The Student Business Services Team is responsible for disbursing and posting funds to the appropriate student accounts. Funds are credited to a student's account within the mandated timeframes set by each specific fund source.

Disbursement Eligibility

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

- For Direct Loans, the student is enrolled at least half time and has a valid, linked Master Promissory Note (MPN), and Entrance Counseling (EC) has been completed.
- For a student otherwise eligible for a Pell Grant, the scheduled disbursement will not cause the student to exceed his or her lifetime eligibility.
- The student is meeting Satisfactory Academic Progress (SAP) as of the most recent SAP checkpoint.
- Any conflicting information within the FAFSA, verification requirements, professional judgements, or c-codes have been resolved.
- If a subsequent FAFSA has been received, the above criteria apply and it will be reviewed to determine if any eligibility changes exist. All funds thereafter will be paid off the new FAFSA.
- For Non-Term: A student becomes eligible for their second payment period funds after successfully completing at least half of the credits and half of the instructional weeks of the total loan period.
- For Subscription: The student has met the cumulative credit requirement for the current subscription period and has initiated attendance in a class that belongs to the subscription period for which the disbursement is intended.

Late Disbursements

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

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

Direct Loans and PLUS/Grad PLUS Loans:

- The loan must have originated on or before the end of the loan period or graduation date, whichever occurs first.
- The student has met all other eligibility criteria (i.e. SAP, completed prior academic year credits, met admission criteria, etc.).
- The disbursement must be made within 180 days of the last date of attendance.
- In the case of a late second or subsequent disbursement of Direct Loan funds, the student must have completed their degree requirements or completed the loan period for which the funds were intended.

Grants:

- A valid FAFSA for the award year has been received prior to the student's withdrawal date, or the Department of Education's FAFSA deadline dates, whichever is earlier.
- The student has met all other eligibility criteria (i.e. SAP, completed prior academic year credits, met admission criteria, etc.).
- The disbursement must be made by the Department of Education's payment deadlines for the given award year or within 180 days after the date the University determined that the student withdrew, whichever is earlier.
- If a student withdraws and it is determined during the return to Title IV calculation that they are eligible for more Pell than was disbursed, they will be offered a late disbursement.
- If there is no withdrawal date in the academic year or the student has graduated, the student may be paid retroactively for any completed payment periods subject to the above stated deadlines.

Additional Disbursement Information

Student and Parent Authorizations

Disbursing Title IV Funds to Pay Prior Award Year Educationally-Related Institutional Charges Other than Tuition, Fees, and Contracted Food and Housing.

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

Title IV Credit Balances

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

Return of Title IV Funds

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

The University is required to determine whether any Title IV funds must be returned to the Federal Student Aid (FSA) programs when a student does not complete the payment period/period of enrollment in which the student is currently enrolled. The percentage of earned and unearned portions of Title IV aid is calculated based upon the scheduled number of days in the period of enrollment and the date either on which the student withdrew from the University or when the student ceased participating in their classwork for more than 28 consecutive days.

For purposes of determining the percentage of Title IV aid earned, the date of withdrawal is determined to be the last date the student completed an Academic-Related Activity (ARA) in a class. For students who have ceased

participating in their class 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 an academic-related activity as the Date of Determination (DOD).

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

For students subject to a Return of Title IV calculation, the calculation accounts for the initial charges that are assessed for the payment period/period of enrollment. For the purposes of this calculation, initial charges may only be adjusted based on changes made prior to the student's withdrawal (for example, dropping a class unrelated to a withdrawal).

The University participates in the following Title IV aid programs, which are covered in the Return of Title IV calculation:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Direct PLUS Loan
- Federal Pell Grant
- Teacher Education Assistance for College and Higher Education (TEACH) Grant (for 011460 OPEID only).
- Federal Supplemental Education Opportunity Grant (FSEOG) (for 011460 OPEID only).

Title IV Return Process

Order of Distribution

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

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. FSEOG
6. TEACH Grant

Withdrawal Date

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

- A student notifies the University of their intent to withdraw.
- The institution dismisses or administratively withdraws the student.
- The student ceases attending the institution.
- The student transfers/changes to a substantially different program.
- A student fails to return from an approved Leave of Absence (LOA) or an Intent to Return (ITR).

The withdrawal date is the last date the student performed an Academic-Related Activity.

Date of Determination (DOD)

When a student ceases attending the institution, the withdrawal date is the last date the student performed an Academic-Related Activity. The date of determination is determined as follows:

- For a withdrawal resulting from lack of continuous attendance, excluding LOAs and ITRs:
    - Last date of attendance plus 14 days.
- For a withdrawal resulting from failing to return from an approved LOA or ITR without student notification to the University:
    - The end date of the approved LOA or ITR.
- For a student-initiated withdrawal or an administrative withdrawal for policy violations, the earlier of:
    - The date the student requested to withdraw / the date the University dismissed the student, or;
    - The last date of attendance plus 14 days.
- For a student-initiated withdrawal during an approved LOA or ITR:
    - The date the student requested withdrawal.

The Return to Title IV (R2T4) process begins on the date of determination. After the student has exited, the University makes no further account adjustments or disbursements of Title IV aid and holds any credit balances due to the student until the R2T4 calculation is completed. The University returns funds within 45 days of the date of determination. The exception to this rule is if the student or parent (dependent student) is eligible for a post-withdrawal disbursement of funds earned but not disbursed.

Calculation for the Return of Title IV Funds

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

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

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

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

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

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

R2T4 exemptions are as follows:

- Program completion or graduation.
- Successful completion of the payment period/term/subscription period.
- Successful completion of a class that extends the entire length of the payment period/term/subscription period.
- Students who withdrew from the university before becoming financially responsible.

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

- Calendar days completed in the term divided by the total scheduled calendar days of attended modules in the term, excluding days when the student was on a regularly scheduled break of five or more consecutive days.

If the result (percentage of aid earned) is 49 percent or greater, 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: Term with Modules - If the Percent of Aid Earned is less than 49 percent , a return to the Title IV aid programs may be required and the University must determine the dollar amount of aid earned. The amount of Title IV aid funds earned is determined based on the following formula:

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

Withdraw/R2T4 exemptions are as follows:

- Program completion or graduation.
- Successful completion of 49 percent or more of the term.
- Successfully completing classwork equal to or greater than the requirements of half-time enrollment.
- Students who withdrew from the university before becoming financially responsible.

Institutional Charges

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

Amount to be Returned

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

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

The University notifies the student via email regarding the funds that have been returned on their behalf. The Federal Loan Servicers are informed of the student's date of withdrawal through enrollment reporting.

The amount of unearned Title IV funds the University must return when the student completes 60 percent or less of the payment period/period of enrollment is determined in the calculation. The amount of Title IV loan funds returned by the University reduces the student's outstanding Title IV loan balance. The amount of Pell Grant funds returned, if applicable, reduces the student's reported usage tracked by the Department.

Post-Withdrawal Disbursement

A post-withdrawal disbursement (PWD) may occur when the dollar amount of aid earned is greater than the amount of aid disbursed. The amount for the PWD is determined by this formula:

- The dollar amount of aid earned – (minus) the total Title IV aid disbursed for the period of enrollment.

If the amount is greater than zero, a PWD can be made if all other requirements are met, including the late disbursement criteria outlined in the Disbursement Process and Eligibility section of the Catalog.

Within 30 days of the DOD, the University sends eligible students a PWD offer letter for any amount of PWD Title IV funds not credited to the student's account. The offer letter will include:

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

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

The University disburses loan funds within 180 calendar days of the DOD for the payment period/period of enrollment being evaluated. 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 14 days of the date of the offer letter. However, if the student (or parent/borrower on a PLUS loan) returns an accepted offer letter after 14 calendar days but within 180 days of the date of determination, the SFS team may disburse funds pending confirmation of eligibility.

Academic and University Policies

Some degree programs may have additional policies and procedures. Please see the appropriate section of the catalog for more information.

Exceptions to Academic Policies

Students can request an exception to a published University Academic Policy. Exceptions may be granted based upon academic rationale and exceptional circumstances. Students must refer to each specific policy being appealed, provide the reason(s) why an exception should be granted, and provide all relevant supporting documentation. Lack of knowledge and or understanding of a published policy does not constitute sufficient justification for a policy exception request.

No exceptions to policy will be made when doing so will compromise academic integrity and/or rigor (e.g., program credit requirements), accurate record-keeping (e.g., removal of completed classwork), or equitable access to educational programs (e.g., inconsistent application of exceptions). Please contact your Academic and Finance Counselor to determine if an exception applies.

Students are to work with their Academic and Finance Counselor to ensure that the following documentation is submitted including, but not limited to:

- A letter of explanation as to why an exception should be made
- Documentary evidence in support

Each case is decided upon its own merits and the decision is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request.

The University strives to review and render decisions in a timely manner. All decisions rendered are valid for 180 days from the date the decision was made, unless otherwise specified in the appeal. Students will receive an email to their University email account with the final decision. Students who exit the University may be required to resubmit their appeal.

Approved exceptions may be amended or revoked within the specified time frame if the pertinent circumstances change prior to enacting the exception (ex. Administrative Withdrawal).

Class Modality Policy

National University (NU) differentiates between modality (i.e., where the instruction is delivered - onsite, online, hybrid), delivery method (i.e., synchronous or asynchronous instruction), and model (i.e., group-based or individual-based). Online classes can be asynchronous or synchronous (i.e., method). Programs can only be considered online if 100% of the instructional time is online (no matter the delivery method). Internships or field experiences are NOT considered instructional time, so they would not count in the definition of modality. Classes that are fully online in instructional time include a requirement to come onsite for orientation, final exams, labs, or tests are also still considered online due to the instructional time all being online. NU has three class modality types:

- **Onsite**: 100% of class instructional time is onsite at a designated campus (45 in-person contact hours for an undergraduate 3 semester credit hours; and 40 in-person contact hours for graduate 3 semester credit hours).
- **Hybrid Online**: instructional time is split between onsite and online modalities.
- **Fully Online**: 100% of class instructional time is online.

Onsite - A standard undergraduate onsite class requires 10 onsite sessions, generally consisting of 8 weekday evening sessions and two daytime Saturday sessions; a graduate onsite class requires 9 onsite sessions, consisting of 8 weekday evening sessions and one daytime Saturday session. Some programs' class schedules may vary. Please refer to the degree section of the catalog to review specific schedule information.

Hybrid - A standard hybrid class requires two 2 ½ hour weekday class sessions.

- **4-week class** – onsite sessions will be scheduled during the first and third week of the class or during the second and fourth week of the class.
- **8-week class** – onsite sessions will be scheduled during the first and fifth week of the class or the second and sixth week of the class.

*Class schedules may be adjusted as needed to accommodate the campus classroom availability. Some programs' class schedules may vary. Please refer to the degree section of the catalog to review specific schedule information.

Online - NU's fully online classes may offer online instruction in either synchronous or asynchronous delivery methods.

- **Asynchronous**: Instruction is delivered at no set meeting time, and work is done according to the deadlines in the syllabus.
- **Synchronous**: Instruction is delivered at set dates and times.

Class Scheduling

Undergraduate Class Schedule

Undergraduate classes are 3 semester credit hours, unless otherwise noted. National University offers hybrid, onsite and online modalities. All class terms begin on Mondays, except those terms when Monday is a holiday. In these cases, classes begin on Tuesday. Ending times and dates vary by program.

Hybrid Schedule

A standard hybrid class requires two 2 ½ hour evening class sessions.

4-week class – onsite sessions will be scheduled during the first and third week of the class or during the second and fourth week of the class.

8-week class – onsite sessions will be scheduled during the first and fifth week of the class or the second and sixth week of the class.

- **Contact Hours** - Hybrid undergraduate classes use a combination of in-person classes and online (asynchronous and synchronous) class requirements to meet the 45-contact hour requirement.
- **NU Facilities** - Hybrid classes offered at NU campuses are generally held in the evenings starting after 5:00pm. Some programs' class schedules may vary. Please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations and Military Base** - days and times of classes offered at a shared community location (e.g., shared space at local community colleges) and classes offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific class and/or program.

Onsite Schedule

- **Contact Hours** - Onsite undergraduate classes meet for 45 contact hours.

- **NU Facilities**- most classes offered fully onsite at NU campuses are held either Monday and Wednesday or Tuesday and Thursday evenings after 5:00pm. Onsite sessions generally require 10 onsite sessions, consisting of 8 weekday sessions and two daytime Saturday sessions. A few programs may require daytime classes on different days. Please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations and Military Base**- the day and time classes offered at a shared community location (e.g., shared space at a local community college) and classes offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific class and/or program.

Online Schedule

- **Contact Hours**: online undergraduate classes use online (asynchronous and synchronous) class requirements to meet the 45-contact hour requirement.

Graduate Class Schedule

Graduate classes are 3 semester credit hours, unless otherwise noted. National University also offers hybrid, onsite and online modalities. All class terms begin on Mondays, except those terms when Monday is a holiday. In these cases, classes begin on Tuesday. Ending times and dates vary by program.

Hybrid Schedule

A standard hybrid class requires two 2 ½ hour evening class sessions.

4-week class – onsite sessions will be scheduled during the first and third week of the class or during the second and fourth week of the class.

8-week class – onsite sessions will be scheduled during the first and fifth week of the class or the second and sixth week of the class.

- **Contact Hours** - Hybrid graduate classes use a combination of in-person classes and online asynchronous class requirements to meet the 40-contact hour requirement.
- **NU Facilities** - Hybrid classes offered at NU campuses are generally held in the evenings starting after 5:00pm. Some programs' class schedules may vary, please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations and Military Base** - the day and time classes offered at a shared community location (e.g., shared space at a local community college) and classes offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific class and/or program.

Onsite Schedule

- **Contact Hours** - onsite graduate classes meet for 40 contact hours.
- **NU Facilities**- in general 4- and 8-week classes offered fully onsite at NU campuses are held either Monday and Wednesday or Tuesday and Thursday evenings after 5:00pm. Onsite sessions generally require 9 onsite sessions, consisting of 8 weekday sessions and one daytime Saturday session. A few programs may require daytime (prior to 5pm) classes on different days. Please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations and Military Base**- the day and time classes offered at a shared community location (e.g., shared space at a local community college) and classes offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific class and/or program.

Online Schedule

- **Contact Hours** - online graduate classes use online (asynchronous and synchronous) class requirements to meet the 40-contact hour requirement.

Changes in Scheduled Classes

Any class scheduling changes in a degree program must be consistent with a student's degree objective and fulfill the graduation requirements. Students should contact their Academic and Finance Counselor for assistance with scheduling changes. Scheduling changes should occur prior to the start date of that class.

For students receiving financial aid, changes made to their schedules after processing may delay or cancel their aid. Students should speak to an Academic and Finance Counselor before withdrawing from a class or requesting a change of schedule or program.

Note: Please see the **Institutional Refund Policy** and **Class Drop and Withdrawal Policy**.

Class Late Add Policy

Students who are attending the first class in their degree program at National University are not eligible to add a class after close of business on the second day of class.

Students who have successfully completed their first class in their degree program at National University and wish to register for a class after the start date must contact their Academic Finance Counselor by 12:00 pm (PST) on the third day of the class to request that a class be added.

Requests submitted after 12:00 pm (PST) on the third day of the class will be considered a late add request and require additional approvals. Late adds will be reviewed and considered by the Dean's office or designee, but depending on the class, not all late add requests can be approved.

No late add requests will be permitted after the vesting period for a class.

Note: Please see the **Class Vesting Policy** for more information.

Note: For Juris Doctor students, please see the **Juris Doctor Catalog** for specific information.

Class Vesting Policy

Purpose

To ensure clarity regarding students' academic and financial responsibilities and align with the University's Attendance Procedures, this policy outlines the requirements for students to formally vest into a class during the drop period, defined as the first seven calendar days of the class.

Policy

Vesting into an Online Class

The University considers an online class as vested when a student completes an academic-related activity (ARA) within the first seven (7) calendar days of the class. Academic-related activities may include, but are not limited to, the following:

- Submitting an academic assignment;

- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution.

Vesting into an In-Person Class

The University considers an in-person class as vested when a student physically attends their campus class within the first seven (7) calendar days of class. If the student is registered for more than one class, they will need to attend at least one onsite meeting of each class they are registered for.

Vesting into a Hybrid Class

The University considers a hybrid class as vested when, within the first seven (7) calendar days of a class, a student attends at least one onsite meeting campus class or completes an academic-related activity (ARA) online of each class they are registered for. Academic-related activities may include, but are not limited to, the following:

- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution.

Students using the GI Bill®

Failure to attend the in-person portion of a hybrid class will result in the class being reported to the Department of Veterans Affairs (VA) as an online class. This may reduce your VA Monthly Housing Allowance (MHA)

If a student satisfies the vesting criteria listed above for their class modality and does not request to be unregistered from an online class by 11:59 pm Pacific Time of the seventh (7th) calendar day of class, the class will be deemed vested. By vesting into a class, a student assumes all academic and financial obligations associated with enrollment.

Note: For Juris Doctor students, please see the **Juris Doctor Catalog** for program specific requirements.

Note: Please see the **Attendance Procedures Policy** for more information.

Non-Vesting of a Class

If a student does not satisfy the vesting criteria listed above for their class modality by the end of the drop period (the seventh (7th) calendar day of the class), the class will not be considered vested. In this case, the student will be automatically unregistered from the class. Students unregistered under this policy will have no financial or academic obligations for the class. Students who are unregistered from their class should reach out to their Academic and Finance Counselor to reschedule.

Note: In this policy, "unregistered" refers to being administratively removed from a class before financial or academic liability is incurred (equivalent to a "drop").

Attendance Policy Alignment

This class vesting policy aligns with the University's Attendance Procedures, which require students to engage in academic-related activities (ARAs) consistently throughout the term. Academic engagement ensures compliance with attendance requirements and determines the official enrollment status of students.

Note: Please see the **Attendance Procedures Policy** for more information.

Important Note:

- Logging into the Learning Management System (LMS) without completing an ARA does not count as attendance.
- Participating in orientation or contacting an Academic and Finance Counselor does not fulfill attendance requirements.
- If the student has vested in the class but wishes to be removed from the class, they will need to contact their Academic and Finance Counselor for their options.

Class Drop and Withdrawal

Students can request to unregister from a class within the first seven (7) calendar days, and the class will not appear on the student's transcript. If the request is made after seven (7) calendar days but before 75% of the class has elapsed, the student will be formally withdrawn from the class and a grade of W will be issued with no effect on GPA. After 75% of the class has elapsed, the student will be issued the grade earned based on academic performance according to the Grades Policy. Students in the Juris Doctor (JD) program should refer to the policies listed in the **Juris Doctor Catalog**.

Notifying the instructor of one's intent to withdraw is insufficient and will not constitute an official withdrawal. Students may unregister for a class prior to 11:59 pm (Pacific Time) of the seventh (7th) calendar day by emailing their Academic and Finance Counselor.

Class Length	Unregister Deadline	75% of Class (W)
4 Weeks	7 days	21 days
8 Weeks	7 days	42 days
12 weeks	7 days	63 days

Active-duty, guard, and reserve military personnel (Army, Navy, Air Force, Marines, Coast Guard, and Space Force) who are enrolled at National University and whose academic progress is interrupted due to deployment or activation mid-month may withdraw without tuition penalty. A student currently in a class will not be charged for the class; however, the class will remain on the student record with a grade of "WL". Students must submit a copy of their military duty assignment orders verifying deployment or activation to their academic and finance counselor along with their request to withdraw from the class. This policy does not apply to retired military personnel or dependents.

Note: Please see the **Class Vesting Policy** for more information.

Attendance Procedures

Defining Attendance

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

Note: For Juris Doctor students, please see the **Juris Doctor Catalog** for program-specific requirements.

Students satisfy class attendance requirements through academic-related activities. Academic-Related Activities (ARAs) are used to determine a student's official last date of attendance in the LMS and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. (See examples of ARAs below).

The start-date of a session is the first Monday of the new class term. If the first Monday is a holiday, the start date of the session may be the first Tuesday. For example, if the first-class meeting offered in the September session for a hybrid class meets on Mondays and Monday is the holiday, then that first Tuesday is the start-date for the session. The class start date (whether a Monday or Tuesday) is the start date of the session and not the day students meet for their first hybrid class.

All students must be officially enrolled to attend class or receive a grade. Students who are not officially enrolled may not attend class, and instructors may not issue grades to students who are not formally registered. The Office of the Registrar will not post grades for any student who is not officially enrolled in the class.

For more information related to attendance, vesting, and financial responsibility, please review the following policies in this section.

- **Class Vesting Policy**
- **Class Late Add Policy**
- **SAP Policy**
- **Class Drop and Withdrawal Policy**
- **Leave of Absence Policy**

Residential (In-Person) Classes

Students are expected to attend all scheduled meeting days of a class. Failure to attend may impact the students' grades. Some programs may have additional attendance requirements based on accreditation and funding bodies.

Note: Please see program requirements and class syllabus for additional attendance requirements.

Online Classes

Academic-related activities (ARAs) must be posted must be posted to an online class regularly; see class information for assignment deadlines The University's Attendance Policy is designed to encourage consistent or weekly academic engagement. All students are expected to engage in one of the following academic related activities throughout the term:

- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution.

The following will not count as attendance:

- Logging in and not engaging in an academically related activity
- Participation in orientation
- Contacting academic advisor

Continuous Enrollment

- To maintain continuous enrollment, students are required to complete an Academic-Related Activity at least once every 28 consecutive calendar days from the last date of attendance. This requirement applies to all instructional modalities, including in person and online classes. Lack of participation and/or attendance for students taking in person or online classes does not qualify the student for a refund or consideration for a drop or withdrawal from the class unless the student submits the request within the established timeframe (see the **Institutional Refund Policy** and **Class Drop and Withdrawal Policy**).

Students who fail to meet the 28-day attendance requirement will be considered out of continuous enrollment and will be administratively withdrawn from the University on the twenty-ninth (29th) day from their last date of attendance. The Office of the Registrar monitors compliance with this requirement.

Students who wish to appeal an attendance determination should reach out to their Academic and Finance Counselor within thirty (30) days of administrative withdrawal. If extenuating circumstances prevent submission within this timeframe, the Office of the Registrar will determine whether additional consideration is warranted.

Definition of Student Status (Full-Time, Part-Time/Half-Time)

A student's enrollment status will be determined based upon their class schedule and the number of credits carried (see chart below). Students are not considered "Withdrawn" or discontinued from the University until they either request to enter that status or exceeded 28 days from their last date of attendance, but are considered "Withdrawn" (for verification purposes such as loan deferment or full/ half-time student certification) for the time period in which there was a break of two months or more.

The number of credits used in determining enrollment status differs depending on the career being pursued (undergraduate or graduate).

The credits for any individual class with a "Withdrawn" status do count toward determining full or part-time status. Students, who are working on project, thesis or research class in which a grade of "I" (Incomplete) is issued, will receive credit toward enrollment from the official start date through the published end-date of the class only. Once 90 calendar days have passed after the published end-date of the class, it may no longer be used to determine a full- or half-time student status.

Off-campus agencies may use different definitions for determining full-time status. For example, the definition of "Full-Time Student Status" may not apply to international students who require an F-1 visa.

Students with proper identification can verify enrollment at the Office of the Registrar or obtain enrollment verification via the student portal on the University website. Verifications can also be requested through the mail with an authorized student signature to the following address:

Office of the Registrar
9388 Lightwave Ave.
San Diego, CA 92123
P: 858-642-8260
E: registrar@nu.edu

Enrollment Reporting Policy

National Student Loan Data System (SSCR Reporting)

Student enrollment status (full-time/part-time/withdrawn, etc.), effective date, and primary location are submitted monthly to National University's servicer, the National Student Clearinghouse (NSC). The report is generated using university developed logic that collects information from the student information system based on the latest guidance available in the NSLDS Enrollment Reporting guide. The report is generated after the withdrawal deadline on the 22nd day of each month. There are a total of four reports submitted to account for different degree levels and terms, submitted on staggered dates for servicer intake. Student enrollment status is determined based upon student class schedule and the number of credits carried at all University locations. The number of credits used in

determining enrollment status differs depending on the career being pursued (undergraduate or graduate) and is calculated as follows:

Non-Term Based Enrollment Status

The University recognizes the following program-level enrollment statuses:

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

Term-Based Enrollment Status

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

Enrollment Status	Undergraduate Semester Credit Hours	Graduate Semester Credit Hours	PSYD Semester Credit Hours
Full-Time (FT)	12	12	3
Three-Quarter Time (TQT)	9	9	N/A
Half-Time (HT)	6	6	N/A
Less-Than Half-Time (LTHT)	<6	<6	N/A

Credit Hour Policy

National University has a variety of degree offerings that award semester credit hours.

Students at NU have the opportunity to enroll in programs that are onsite, online, or a hybrid combination of the onsite and online modalities. The length of the classes attached to programs will vary by the modality, degree level, and programmatic requirements.

Distance Education Classes

The online modality National University provides students is defined as distance education, which means that one or more of the technologies listed below is used to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

- The internet;
    - One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
- Audio conference; or
- Other media used in a class in conjunction with any of the technologies listed above.

(Department of Education - **https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A/section-600.2**)

Programs in which fifty percent (50%) or more of the classwork is delivered online shall meet the substantive change requirements related to distance education programs as established by the WASC Senior College and University Commission (WSCUC).

The following activities are examples of contact hours in the online environment but are not limited to:

- Attending an online synchronous class, lecture, recitation, or field or laboratory activity;
- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution.

Note: Please see the information below about class classification, credit hour determination, and contact or non-contact hours of instruction at National University.

Semester Credit Hours

NU offers Undergraduate, Masters, and Doctoral degrees, which use semester credit hours.

The University offers students the option to enroll in Undergraduate, Masters, and Doctoral level programs in the onsite, online, and hybrid modalities.

Per WSCUC, 1 semester credit hour = 1 hour of classroom instruction identified as a contact hour and 2 hours of out-of-class non-contact student work each week for approximately 15 weeks for a semester. Contact hours include but are not limited to activities such as interactions with instructors in person or online, content discussions, and working with fellow students. Non-contact hours include hours spent reading, writing papers, or creating presentations.

Semester credit hours vary and are based on the hours of instruction for each class and the hours a student should reasonably expect to devote to preparing for each hour of instruction. Depending upon the degree level, students are generally expected to complete 10 to 15 hours in class and 20 hours of outside preparation each week.

Undergraduate Classes - Associate and Bachelor's Level

Classes in National University's Undergraduate programs are predominantly lecture-based 3 semester credit hours or laboratory 1 semester credit hours. Students should refer to the University catalog to verify class classification, award type, award amount, contact, and non-contact information.

Graduate Classes - Master's Level

Classes in National University's Master's programs are predominantly lecture-based, seminar, or capstone 3 semester credit hours or laboratory 1 semester credit hours. Students should refer to the University catalog to verify class classification, award type, award amount, contact, and non-contact information.

Graduate Classes - Doctoral Level

Classes in National University's doctoral programs are predominantly categorized as core, foundation, or dissertation 3 semester credit hours. Students should refer to the University catalog to verify class classification, award type, award amount, contact, and non-contact information.

Fieldwork, Internship, and Practicum Classes

Typically, at least 40 hours of internship work are assigned throughout the class of one term. However, depending on the academic program, the number of required hours may be governed or regulated by that particular program's board of accreditation (e.g., American Bar Association, American Psychological Association, Board of Registered Nursing, Department of Education, Council on Social Work Education, Commission on Accreditation for Marriage and Family Therapy Education, State Bar of California, etc.).

Practical training classes may take the form of internship, practicum, or residencies, depending on the academic discipline in which a student is enrolled. This training may be accomplished in University facilities, or approved off-campus locations, depending on the specialty being pursued. Practical training experiences require significantly more time than a regular class.

Note: Please see program for specific requirements Independent or Guided Study Programs in the Group-Based Catalog.

One credit is assigned to a minimum of 45 hours of work, including discussion with faculty, time studying and doing homework or research per week throughout a four-week term. The academic reasons justifying why the subject must be pursued in the class of Independent Study must be approved by the faculty lead, the department chair, and the dean.

Students in guided study classes work independently under the guidance of an instructor, and credits vary based on individualized classwork. Guided study classes that are listed for variable credits must specify how credit values will be assigned. Requirements should be clearly delineated for each credit value offered.

JFK School of Law at National University Credit Information

The JFK School of Law at National University awards credit earned based on semester credit hours. Most required classes carry 3-semester credit hours. Consistent with the Rules and Guidelines of the Committee of Bar Examiners of the State of California: A "semester credit" includes at least 15 hours of verifiable academic engagement and a total of 45 hours of engagement.

Students in the JFK School of Law at National University may earn credit for verifiable academic engagement via the D2L Learning Management System, including, but not limited to, any of the following:

- Participating in a synchronous class session;

- Viewing and listening to recorded classes or lectures;
- Participating in a live or recorded webinar offered by the law school;
- Participating in any synchronous or asynchronous academic assignment in any class monitored by a faculty member;
- Taking an examination, quiz, or timed writing assignment;
- Completing an interactive tutorial or computer-assisted instruction;
- Conducting legal research assigned as part of the curriculum in any class; and
- Participating in any portion of an approved clinical or experiential class or activity offered through distance learning technology totaling no more than 12.5 percent of the hours required for graduation; and/or
- Student participation in an experiential or clinical program where the student's participation is pre-approved, a faculty member reviews the student participation to ensure educational objectives are achieved, the amount of credit is commensurate with the time spent, and the total credit does not exceed 12.5 percent of the total hours required for graduation.

It is expected that a student taking a 3-credit class will need to spend approximately 135 to 144 hours on verifiable academic engagement and independent work/academic engagement, including reading and study; research; faculty-student interaction; demonstration of defined learning outcomes through assignments, papers, and projects; examinations; outlining; case briefing; doing practice hypotheticals and any other work necessary to ensure meeting the learning objectives.

Note: For more information on specific program requirements, please see the **Juris Doctor Catalog**.

Periodic Review of Standard Classes and Other Academic Activities

A number of processes under the purview of the Office of the Provost contribute to the periodic review of the credit hour assignments to ensure that they are accurate and reliable:

- Class development (and re-development) checklist – a review of the Credit Hour Policy against class syllabi and online class shells in the Learning Management Systems (LMS) (when in the online or hybrid format) is completed as part of the class development and re-development process.
- Each class provides students with a general statement of student expectations based on the degree level and modality of the class and information on specific activities required to be completed during that class.
- Five-Year Program Review – built into the Five-Year Review is a review of all class syllabi against the Credit Hour Policy to ensure accuracy and reliability.

Accelerated Study

National University acknowledges the diverse academic requirements of its student body, which often vary due to external commitments. For students who wish to expedite their academic journey, the University permits simultaneous enrollment in courses amounting to a maximum of 6 semester credit hours. This is subject to programmatic specific requirements, course availability, the successful completion of any prerequisite courses, and any programmatic accreditation limitations. See your program in the catalog for programmatic specific requirements that may impact your ability to accelerate your study. Juris Doctor students and PSY-D students must follow a specific course of study and are not eligible to accelerate.

Additionally, students desiring to enroll in the maximum of 6 semester credit hours must:

- Be currently classified in "Met" academic standing according to NU's Satisfactory Academic Progress (SAP) Policy. Should a student fail to meet the satisfactory academic progress criteria, the University reserves the right to rescind said approval.
- Have successfully completed at least 6 semester credit hours at National University prior to their enrollment in concurrent courses. Unless the student's program specifically allows an overlap prior to 6 semester credit hours

- Have completed all prior coursework with no outstanding grades of "Incomplete".

Exceptions to this policy require the school/college's review.

Bulk Loading

National University emphasizes the importance of submitting classwork regularly and consistently, as students are better positioned to stay on track and achieve their specific academic goals. Bulk loading—defined as submitting multiple assignments before receiving feedback on a previous one—is not allowed as it prevents students from reflecting on and incorporating faculty feedback into future assignments.

Please notify your instructor if there are unforeseen circumstances which may require an exception to this policy. Exceptions to this policy are at the discretion of the class instructor and dependent on class pacing.

University Class Numbering System

As of November 2025, National University will begin transitioning the group-based programs from three-digit to four-digit course numbers.

Group-Based Numbering System

- 0- to 99-Level Classes: Remedial Classes that do not grant collegiate credit.
- 100 to 200 or 1000 to 2000 - Level Classes: Lower-Division Classes applicable to associate degrees.
- 300 to 400 or 3000 to 4000 - Level Classes: Upper-Division Classes applicable to bachelor degrees.
- 500 or 5000 - Level Classes: Classes which may be applicable as advanced Upper-Division credit or as Masters credit, as specified by the requirements of each program.
- 600 or 6000 - Level Classes: Masters-level Classes.
- 700 to 800 or 7000 to 8000 to - Level Classes: Doctoral-level Classes.

John F. Kennedy School of Psychology PSYD Program Numbering System

- 5000 to 5999 Masters-level Classes
- 6000 to 6999 Post-Master-level Classes
- 7000 to 7999 Doctoral-level Classes
- 9000 to 9999 Non-Credit, Field Placement, and Workshops

Note: All classes are 3 semester credit hours unless otherwise specified.

Individual-Based Numbering System

- 100 to 880: Juris Doctor-level Classes
- 1000-4999: Undergraduate-level Classes
- 5000-6999: Masters-level Classes
- 7000-9700: Doctoral-level Classes
- 9100A-D to 9914A-D: Dissertation-level Classes

Grades

National University awards letter grades for classes in recognition of academic performance. Students not in compliance with the University's Attendance Policy cannot be awarded a letter or satisfactory grade. Once grades have been issued and credit awarded, neither the classwork nor the grade can be expunged from the student's record.

Note: Please refer to National University's Attendance Policy, Grade Scales, and Administrative Codes.

Note: For Juris Doctor students, please see the **Juris Doctor Catalog** for specific information.

Academic Performance Grade Scale and Grading Definitions

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 class and not on a curve. Students are not compared with each other to determine a grade or performance ranking. Criteria for awarding grades for achievement may include, but are not limited to the following:

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

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

Grade	Undergraduate	Masters/Doctoral	Points
A	Outstanding Achievement	Outstanding Achievement	4.0
A-			3.7
B+	Commendable Achievement	Acceptable Achievement	3.3
B			3.0
B-			2.7
C+	Acceptable Achievement	Marginal Achievement	2.3
C			2.0
C-		Failure	1.7

Grade	Undergraduate	Masters/Doctoral	Points
D+	Marginal Achievement	Failure	1.3
D			1.0
D-			0.7
F	Failure	Failure	0
Administrative Class Grades			
H - Honors	Signifies Outstanding Achievement. No grade points are assigned.		N/A
S - Satisfactory	Signifies Acceptable Achievement. No grade points assigned. Credit is granted and no grade points are assigned. This is a grade assigned for satisfactory work in practicum, residencies, and field experience classes.		N/A
U - Unsatisfactory	Signifies Unacceptable Achievement. No credit is granted, and no grade points are assigned. A permanent grade given indicates that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the Grade Point Average.		N/A
CR - Credit	Credit Awarded		N/A
NC - No Credit	No Credit Awarded		N/A

Unified Grade Scale

Percentage	Undergraduate Letter Grade	Graduate Letter Grade
94-100	A	A
90-93.99	A-	A-
87-89.99	B+	B+
83-86.99	B	B
80-82.99	B-	B-
77-79.99	C+	C+
73-76.99	C	C

Percentage	Undergraduate Letter Grade	Graduate Letter Grade
70-72.99	C-	F
67-69.99	D+	F
63-66.99	D	F
60-62.99	D-	F
0-59.99	F	F

Grading Policies and Procedures

Minimum Class Passing Grade Requirement

Minimum grades considered passing for a specific class can vary depending on programmatic or accreditation requirements and degree level of study. Please refer to the specific program description for the minimum grade requirement.

Note: Juris Doctor students please see the **Juris Doctor Catalog** for specific grade requirements.

Doctoral students must have a minimum GPA of 3.0 before enrolling in the CMP (portfolio/prospectus) class. Students must also achieve a B or better to proceed within the Doctoral Sequence.

Students who earn a grade below the minimum must repeat the class or take an alternate class. Please refer to the University's policy on Repetition of Classes, Repeating Doctoral Sequence Classes, and Unsatisfactory Grades for Doctoral Students.

Assignment Deadlines and Faculty Response

Policies and procedures regarding the submission of assignments and acceptance of late submissions can be found in the class syllabi and/or class essential document. Faculty response times may vary according to the complexity of the assignment. Discussion board posts may be as short as one day or up to 7 to 10 days for longer assignments.

Incomplete "I" Grades

Students may submit an Incomplete request after the class drop date and up to the Monday following the class end date. The approval of an Incomplete and additional time granted is at the discretion of the instructor. The typical amount of time granted is usually 2-3 weeks. The additional timeframe that may be granted once per class cannot exceed a total of 90 days. The instructor may request supporting documentation in addition to the Incomplete request.

If the Incomplete is approved, the student will be given a temporary "I" grade. The instructor will indicate the work that needs to be completed, the amount of additional time granted up to 90 days, and the grade the student would earn if the Incomplete work is not completed satisfactorily. The responsibility for completing all classwork rests entirely with the student. An "I" grade will be changed to a grade when the student completes the missed classwork, and the instructor submits the final class grade. In the event that the instructor is not available, the School will assign a qualified designee who will receive and grade the work.

If the Incomplete is denied, the student will earn the appropriate grade for the work submitted and may be required to retake the class.

Note: Extended timeframes for clearing an Incomplete may cause program-specific financial aid implications and class scheduling issues. Students are advised to contact their Academic and Finance Counselor to verify that requesting an Incomplete grade will not impact financial aid or the start date of their next class. In some circumstances taking a Leave of Absence or withdrawing from the class may be a better option.

Note: Please see the **Leave of Absence Policy** and the **Class Drop and Withdrawal Policy** for more information.

Note:

- A degree or certificate cannot be awarded with an Incomplete "I" on the transcript.
- Dissertation classes DIS-9XXXA, B, and C are not eligible for Incomplete grade extensions.
    - For students who have been approved to defend their dissertation or applied doctoral project in their final DIS course but need additional time to schedule and complete their defense, an Incomplete (I) grade will be applied to allow additional time for completion.
- For students in the Juris Doctor program please see the **Juris Doctor Catalog** for specific requirements.

Interruption of Study Due to Excessive Incomplete Grades

Students are permitted to have two (2) concurrent Incomplete grades. Students with two Incomplete grades are prohibited from enrolling in any further classes and will be allowed to resume their program once one (1) or more of the Incomplete grades have been resolved.

Incomplete grades are not calculated in a student's GPA until the Incomplete grade is changed to a letter grade or satisfactory/unsatisfactory grade.

Repetition of Classes

Repeating Undergraduate and Graduate Classes

Students are not obligated to retake a failed class unless it is required for graduation. Students may retake any class to improve their cumulative GPA. Although restrictions on funding may apply. Students are advised to consult their Academic and Finance Counselor for more information on funding a retake.

Students retaking a class that has variable topics (i.e., seminars and elective classes) must retake the class with the same topic as the failed attempt.

Assignment submission for the retaken class must adhere to the academic integrity policy. Students are advised to reach out to their instructor before submitting previously graded assignments.

Note: Please see program description for specific programmatic and/or accreditation requirements regarding retaking classes.

Note: Students in the Juris Doctor (JD) program, please see the **Juris Doctor Catalog** for the program specific class repetition policy.

Undergraduate classes may be retaken a maximum of two times, for a total of three attempts. Once the undergraduate class has been retaken, the grade point average will be factored based on the best grade for the retaken class. The transcript will display all attempts. However, only the highest attempt will earn credit and be factored in the GPA. Grades earned at National University remain counted in the student's GPA if the class is retaken at another institution.

Graduate classes may be retaken once, for a total of two attempts. Prior approval from the School is required for additional attempts. Credit is only given for passed attempts. Once the graduate class has been retaken, the grade point average will be factored based on the best grade for the retaken class. Grades earned at National University remain counted in the student's GPA if the class is retaken at another institution.

Note: Please see program description for specific programmatic and/or accreditation requirements regarding retaking classes.

Note: Graduate content classes may only be retaken once without prior approval from the School. A denial of a third attempt of a required class or a third failed grade in any class listed on a student's degree plan as required for graduation will lead to dismissal.

Students should work with their Academic and Finance Counselor to determine class retake and financial aid eligibility. Students receiving veteran benefits may not be eligible for benefits when retaking classes. Additional information may be obtained from the National University Veterans Affairs Department.

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

Students will be required to pay tuition for retaken or alternate classes.

Exception: Passing grades earned in graduate-level classes completed as part of a conferred NU undergraduate degree will need to be retaken if the grade does not meet the graduate program's degree requirements.

Unsatisfactory Grades for Dissertation or Doctoral Project Sequence Classes

CMP Classes	
CMP-9600-CMP-9799	Students who earn a non-passing grade in a CMP-9600 through CMP-9799 class must repeat the class. Students who earn three non-passing grades in the CMP-9600 through CMP-9799 class will be subject to dismissal from the University.

DIS Classes	
DIS-9100A-DIS-9914D	Students who are unable to earn a minimum passing grade of "B" or better by the fourth class within a block of classes (DIS-9XXXA, DIS-9XXXB, DIS-9XXXC, and DIS-9XXXD) are subject to dismissal from the University.

Repeating CMP, Dissertation or Applied Doctoral Project Sequence Classes

Students enrolled in class codes CMP-9600 through CMP-9799, and DIS-9100A through DIS-9914D, may be eligible to earn a Repeated Doctoral Sequence ("RD") grade for classes that were originally completed with a non-passing grade if subsequent attempts are completed with a "B" or better. Classes awarded an "RD" grade will not be used in GPA calculations.

Note: A dissertation block consists of a 12-week dissertation class (DIS-9XXXA) and three, 12-week supplemental classes (DIS-9XXXB, DIS-9XXXC, and DIS-9XXXD). For non-passing grade(s) to be replaced, students must successfully complete the dissertation block with a grade of "B" or better by the end of the third supplemental dissertation class (DIS-9XXXD).

Students who earn a non-passing grade in a dissertation block will be automatically scheduled and accepted into the appropriate supplemental class without a break in scheduling to ensure that students remain in continuous enrollment throughout the doctoral sequence.

Students who do not complete the dissertation block by the end of the third supplemental dissertation class are dismissed from the University.

Maximum "RD" Grade Policy for Doctoral Sequence Classes

A student may utilize the "RD" grade a maximum of fourteen times during the Doctoral Sequence (CMP-9600+ and DIS-9XXXA+). During the dissertation block, a student will be allowed a maximum of three "RD" grades per dissertation block.

Administrative Class Codes

Administrative class codes do not contribute to GPA calculation.

Code	Definition
I (Incomplete Grade)	An "I" grade is assigned when a faculty member grants a student an incomplete grade extension. "I" grades are used for administrative purposes only and will be replaced with a final academic letter grade once the incomplete extension period ends. **Note**: See **Grading Policies and Procedures** for the University's Incomplete Grade Policy.
IR (Incomplete Review)	An IR grade is an administrative code to indicate that the incomplete time has lapsed, the grade is still under review, and a final grade has not been assigned by faculty.
IC (Incomplete grade for classes that are pass/fail and use S/U for grading)	An "IC" grade is assigned when a faculty member grants a student an incomplete grade extension in a pass/fail class. "IC" grades are used for administrative purposes only and will be replaced with a final academic letter grade once the incomplete extension period ends. **Note**: See **Grading Policies and Procedures** for the University's Incomplete Grade Policy.
ICR (Incomplete Review for classes that are pass/fail and use S/U for grading)	An ICR grade is an administrative code to indicate that the incomplete time has lapsed in a pass/fail class and the grade is still under review, and a final grade has not been assigned by faculty.
NG (No Grade)	The Registrar is authorized to apply an "NG" class code to address administrative errors, disability-related accommodations, or specific adjustments as approved by leadership. The "NG" class code remains permanently on the University records

Code	Definition
	but does not appear on the student's transcripts. NGs will only be approved within the student's current financial aid academic year.
PLC (Prior Learning Credit)	PLC indicates credit has been awarded for demonstrated college-level learning gained outside the traditional classroom. This credit does not carry quality points and is not calculated in the grade point average.
RD (Repeated Dissertation Sequence)	An "RD" grade is indicated on the transcript when the student earns a non-passing grade in CMP9600+ or a dissertation block class (DIS-9XXXA, DIS-9XXXB, DIS-9XXXC, DIS-9XXXD) and repeats the class or completes the subsequent class within the same dissertation block with a grade of "B" or better. **Note**: See **Repetition of Classes**
W (Withdrawal)	A "W" is assigned when a student cancels participation in a class during the class withdrawal period. **Note**: See **Class Drop and Withdrawal Policy**
WL (Withdrawal Military Leave)	A "WL" indicates that a student has taken a Leave of Absence due to Military Deployment before the class end date. Students returning from a Military Leave of Absence may retake a class where they left off without paying class tuition again. **Note**: See **Leave of Absence Policy**

Note: Students should refer to the **SAP Policy** for more information on the impact these grades can have on their academic progress.

Grade Appeals

Faculty members are vested with the authority to establish class requirements and performance standards. It is the responsibility of faculty to articulate and communicate class requirements and standards of performance to students at the beginning of each class and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty to the Office of the Registrar are presumed to be accurate and final. However, if a student believes a grade assigned is incorrect, the student may invoke the grade appeal procedure outlined below.

Students can appeal a grade only when they can document that one or more of the following has occurred:

- An error in calculating the grade.
- Failure of the instructor to notify students clearly and promptly of the criteria for grade determination.
- Grading that does not adhere to the announced criteria and standards.
- Concerns with an academic integrity violation and/or cheating.

Note: Requests for additional time to complete assignments or other classwork beyond the end date of a class do not constitute grounds for a Grade Appeal.

Note: For guidance on requesting an Incomplete grade please see the **Incomplete Grades** section.

Note: For Juris Doctor students, please see the **Juris Doctor Catalog** for specific information.

Grade Appeal Submission

1. If a student believes a grading error has occurred for one or more of the reasons mentioned above, they should reach out to the faculty member who assigned the original grade. The student should explain the nature of the concern and present any evidence.
    - If the student and instructor agree on the necessity of a grade change, the instructor should submit a Change of Grade form to the University Registrar.
    - If the student and instructor CANNOT agree on the final grade, then the student has the right to request a Grade Appeal.
2. The student must submit a Grade Appeal form within 10 calendar days of the grade posting for the class. It is recommended that students request a Grade Appeal as soon as possible.
    - The student must include substantiating documentation that demonstrates the occurrence of one or more of the above-listed grounds for appeal. Documentation may be in the form of e-mail correspondence, graded assignments, proof of timely submission, etc. The student must also attach documentary evidence of the level of achievement in support of the grade the student believes they should have been awarded.

Grade Appeals Review

Original course instructors are offered the opportunity to respond to the appeal prior to the Grade Appeals Committee review. Grade appeals are reviewed and decided upon by the appointed Grade Appeals Committee Chair and Committee no more than 10 business days from the submission date. (See below for exceptions to this timeline). The Chair will inform the student, the original instructor, and the Office of the Registrar of the decision. All Grade Appeals Committee decisions are final and not eligible for appeal.

Note: The Grade Appeals Committee members are appointed by school/college Deans and are not determined by, nor can they be requested by, the student.

Grade Appeals Involving Discrimination, Academic Accommodations, Temporary Medical Conditions, or Academic Integrity

When a student believes a grading decision has been made in part due to discrimination or unfair treatment based on their identity as a protected class OR the original grading decision was made in part or wholly due to suspected or confirmed academic integrity violations of policy, the Grade Appeals Committee will halt review of the appeal and send all relevant information to the appropriate University office.

In the case of discrimination or unfair treatment based on a protected class, the Office of Institutional Equity will investigate the claims in accordance with the published policy and inform the Grade Appeals Committee (if appropriate) when to proceed in the grade appeal review. In this instance, the normal timeline for grade appeal review will be delayed to allow the Office of Institutional Equity to perform a thorough investigation.

In the case of academic integrity concerns, the Office of Community Standards will provide appropriate documentation to the Grade Appeals Committee (if appropriate) regarding the nature of the suspected/confirmed policy violation. The grade appeal review will then resume the normal process. In this instance, the normal timeline for grade appeal review will be delayed to allow the Office of Community Standards to perform a thorough investigation.

In the case of academic accommodations or temporary medical conditions, the student may ask Student Accessibility Services for assistance in confidential receipt and storage of any documentation. Students may contact Student Accessibility Services (**sas@nu.edu**) to review options for registration and/or supporting the appeal without disclosing sensitive information. In this instance, the normal timeline for grade appeal review will be delayed to

allow for Student Accessibility Services to evaluate the documentation, meet with the student (if necessary), and provide guidance to the Grade Appeals Committee.

Final Grade Reporting

All final grades are reported electronically. Students can access their official grades as posted to their record via the student portal on the University's website. Students who need an official printed copy of a grade report can request one through the student portal. Grades are not given by Faculty over the telephone or via e-mail. Depending on program-level class deliverables, final grades are due from instructors within 4 to 10 calendar days after the end of the class.

Note: Students should direct all questions regarding the accuracy of a grade to their instructor.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which the University measures a student's progress toward completion of a degree or certificate program. SAP is evaluated using the following components:

- Program Grade Point Average (GPA)
- Course Completion Rate (Pace)
- Maximum Timeframe

Please note that the Satisfactory Academic Progress (SAP) policy for the Juris Doctor (JD) program is maintained separately and is available in the **Juris Doctor Catalog**.

SAP Procedures

SAP Component Definitions

Program Grade Point Average (GPA)

A cumulative Program GPA is calculated using only grades earned at the University that apply to the student's current program of study.

- Minimum GPA requirement for undergraduate programs: 2.0
- Minimum GPA requirement for School of Law Juris Doctorate program: 2.4
- Minimum GPA requirement for masters, doctoral, and graduate certificate programs: 3.0

Course Completion Rate (Pace)

Students must successfully complete at least 66.67% of the cumulative credit hours attempted.

- Pace is calculated by dividing cumulative successfully completed credits by cumulative attempted credits.
- Passing grades count as completed credits.

Attempted, passing and non-passing are assigned as follows:

Grade	Count as Attempted?	Passing	Non-Passing
Letter grades A - D-	Yes	Yes	No
F	Yes	No	Yes
No Grade (NG)	No	No	No
Incomplete (I, IR, IC, ICR)	Yes	No	Yes
PLC (Prior Learning credit)	Yes	Yes	No
RD (Repeated Dissertation Sequence)	Yes	No	No
W (Withdrawal)	Yes	No	Yes
WL (Withdrawal Military leave)	Yes	No	Yes

Treatment of Courses and Credits

Course Repetitions

- Only the highest grade is included in GPA calculations.
- All attempts are included in Pace and Maximum Timeframe calculations.

Dropped Courses

Courses dropped before the end of the official drop period are not included in GPA, Pace, or Maximum Timeframe calculations.

Incomplete / In Review Grades

Incomplete or In Review grades:

- Are included in Pace and Maximum Timeframe
- Are not included in GPA

Once a grade is finalized for a previously assessed I or IR grade, that grade is evaluated in the overall SAP as appropriate at the next evaluation point.

Course Withdrawals

Courses withdrawn after the drop period receive a grade of W and:

- Are included in Pace and Maximum Timeframe
- Are not included in GPA

Applied or Migrated Credits Earned at the University

Credits earned at the University and accepted into the student's current program:

- Are included in GPA, Pace, and Maximum Timeframe calculations

Transfer Credits from Another Institution

All accepted transfer credits:

- Are included in Pace and SAP Maximum Timeframe calculations
- Are not included in GPA calculations

Changing Programs

When a substantial change is approved:

- SAP calculations reset only during the first substantial program change
- Applicable prior coursework may still count toward GPA, Pace and Maximum Timeframe

Note: See substantial program change for more information

Remedial, Prerequisite, and Preparatory Coursework

Remedial Coursework

Remedial coursework is defined as coursework designed to correct or improve a student's skills at the postsecondary level while enrolled in a program of study so the student can successfully pursue a degree or certificate. A remedial course cannot be below the educational level needed for a student to successfully pursue their program after one year in that course. One academic year's worth of these courses can be used for enrollment status and receive Title IV funds.

- Remedial coursework counts toward GPA, Pace, and Maximum Timeframe

Prerequisite Coursework

Prerequisite coursework required for admission into a program or to enroll in a specific course that is required for graduation but which itself does not count toward program completion is not Title IV eligible unless they are also remedial courses and would be treated as such.

- Prerequisite coursework does not count toward GPA, Pace, or Maximum Timeframe

Preparatory Coursework

Preparatory coursework prepares a student to be eligible for admission as a regular student into an educational program. Title IV aid can only be paid for courses which count toward degree completion requirements, or for qualifying remedial courses after a student has been admitted as a regular student. After admission, courses that do not count toward degree completion and are not remedial courses cannot be paid with Title IV aid.

- Preparatory coursework does not count toward GPA, Pace, or Maximum Timeframe

SAP Evaluation Schedule

- Term-based programs: Evaluated at the end of each term

- Non-term programs: Evaluated at the end of each payment period
- Subscription-based programs: Evaluated annually

SAP Statuses

The University communicates SAP statuses to students when there is a SAP status change. A SAP status is not nullified due to a student not receiving a SAP status change notification.

Met

A student is in "Met" status if they meet all SAP requirements at the evaluation point. Students in this status may continue in their academic program and are eligible to receive Title IV financial aid.

Warning

A student is in "Warning" status if SAP standards are not met at the evaluation point. Students may continue in their program and remain eligible for Title IV funding during the Warning period.

Suspension

A student is placed in "Suspension" status when they fail to meet SAP standards after being in "Warning" status. While in "Suspension," the student is not eligible for Title IV funding unless an appeal (see below) is submitted and approved for Title IV eligibility, at which point the status is updated to "Probation." Students in "Suspension" have seven (7) days to submit an appeal to continue in their program of study, regardless of their funding source. If no appeal is submitted within this timeframe, the student will be dismissed from the program, and their status will be updated to "Dismissed." If an appeal is approved, the student may continue enrollment in a "Probation" status until the next SAP evaluation point. If the appeal is denied, the student will be dismissed from the program, and their status will be updated to "Dismissed."

Students can regain "Met" status by achieving the minimum GPA, Pace, and Maximum Timeframe calculations by the next SAP evaluation point or transferring into a substantially different program.

Probation

A student is placed in "Probation" status when a SAP appeal has been approved. Students may continue in their program and are eligible for Title IV funding while on Probation through the next SAP evaluation point, provided they meet the terms of their approved appeal.

SAP Dismissal

A student is in "Dismissal" status when they fail to meet SAP standards after "Probation" status, they cannot achieve 'Met' status within the remaining maximum timeframe, or if the student does not appeal for "Probation" once entering "Suspension." A student in "dismissal" status is dismissed from the program and may not appeal to return under the same program.

SAP Appeal

Students may appeal a "Suspension" status when documented extenuating circumstances exist. Appeals must be submitted through the student portal and include the following:

- A description of the extenuating circumstance
- An explanation of how the extenuating circumstance prevented the student from meeting SAP requirements
- An explanation of what has changed since the extenuating circumstance that will support the student's future academic success

Appeals will only be accepted within seven (7) calendar days after the "Suspension" status has been applied. An approved appeal grants the student both the "Probation" evaluation period AND Title IV eligibility for the courses taken during that time. All appeal decisions made by the University are final.

Time Limits for Degree Completion

Students at the University are held to two standards regarding time to degree completion: SAP Maximum Timeframe and Academic Maximum Timeframe.

SAP Maximum Timeframe

The Maximum Timeframe cannot exceed 150% of the published program length of the student's active program, measured in credit hours.
Example: A 120-credit program must be completed within 180 attempted credits.
Below is a list of example programs. Please see your program page for specific graduation requirements.

Program Type	Minimum Cumulative GPA	SAP Maximum Timeframe
Bachelor's Degrees	2.0	180 attempted credit hours
Paralegal Certificates - 28 credit hours	2.0	42 attempted credit hours
Post-Baccalaureate Certificate -12 credit hours	3.0	18 attempted credit hours
Master's Degrees - 36 credit hours or less	3.0	45 attempted credit hours
Master's Degrees - More than 36 credit hours	3.0	54 attempted credit hours
Post-Master's Certificate -18 credit hours	3.0	27 attempted credit hours
Education Specialist Degree (EdS)	3.0	50 attempted credit hours
Doctoral Degrees - 60 credits hours or less	3.0	81 attempted credit hours
Doctoral Degrees - More than 60 credit hours	3.0	90 attempted credit hours

Academic Maximum Timeframe

Program Type	Academic Maximum Timeframe
Bachelor's Degrees	180 attempted credit hours
Certificates	2 years
Master's Degrees - 36 credit hours or less	5 years

Program Type	Academic Maximum Timeframe
Master's Degrees - More than 36 credit hours	6 years
Education Specialist Degree (EdS)	5 years
Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

Changing Degree Programs

Students who wish to change their academic program may contact their Academic and Finance Counselor to begin the application process. Student and Financial Services will complete an evaluation of the student's record to determine any impact changing degree programs will have on federal financial aid eligibility and disbursements. In some cases, a program change will result in a return of federal aid per the withdrawal from the initial program and the immediate re-packaging of federal aid that will apply towards the new program. The Office of the Registrar will determine if any previously completed classes apply to the new program. Classes that were completed but do not apply to the new program will still appear on the transcript and be counted in the cumulative Grade Point Average (CGPA), but will not be counted for Satisfactory Academic Progress (SAP).

Students who are on probation or disqualified from their current program will need to submit a policy exception request before applying for a change of program.

If an undergraduate student requests to change their degree/program, concentration, or minor a third time (after having already changed two times), the dean's office of the program being sought must review and approve the request.

Any request to change a master's or doctoral degree/program, specialization, or concentration must be reviewed and approved by the dean's office of the program being sought.

National University must be authorized to offer the new program in the state where the student resides. State authorization verification is required before the program change can be processed by the Registrar's Office.

If the request to change programs in approved, students are subject to the catalog policies, program requirements, and SAP maximum timeframes in place at the time of enrollment.

Note: Please see the **Program Availability**, **Substantial Program Change Policy**, and **Satisfactory Academic Progress (SAP) Policy** for more information on program changes.

Program Discontinuation

The University regularly reviews academic programs to ensure that there is adequate student and workplace demand. On occasion, the University may determine that a program or specialization is no longer viable. In that case, the program or specialization may be discontinued.

Students who are enrolled in a discontinued program or specialization and continue to meet attendance requirements will be afforded the opportunity to complete their program.

Academic Leave of Absence (LOA) Policy

The Academic Leave of Absence (ALOA) policy is applicable to all officially admitted and enrolled students in degree programs at the University. If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence (LOA). Students who are in the process of changing programs cannot use an LOA to avoid being administratively withdrawn due to lack of attendance because the break in the student's program will no longer be temporary, and the university must have a reasonable expectation that the student will return to their current program.

Students may be approved by the University for multiple LOAs in a 12-month period. Students also may be approved for consecutive LOAs, but each LOA must be independently submitted by the student and approved by the University. LOA duration will be established based on the student's needs but will not exceed 180 days in a rolling 12-month period.

Non-Term Students

The University can only approve non-term students for an LOA when they are between classes without additional documentation. For non-term students who require an LOA while they are active in a class, the University can only approve LOAs where the student meets all the following criteria:

- The student provides evidence of an extenuating circumstance.
- The student is in met standing within their current class.

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

Semester or Subscription-Based Student

The University can only approve Semester or Subscription-Based students for an LOA when they are between Semesters or Subscription Periods without additional documentation. Students will need to utilize the Intent to Return (ITR) process outlined below for any desired break within a Semester or Subscription Period.

Students who have utilized an Intent to Return (ITR) break period of up to 60 days for non-term programs (45 days for Semester-based programs) may request an LOA if they have utilized all available time and are unable to return to class as scheduled. ITR days will not count toward approved LOA days. LOA requests must be submitted before the student's scheduled return date to be considered. Students who have not requested an LOA by their scheduled return date and do not return to class as scheduled will be administratively withdrawn from the University, and an R2T4 calculation may be performed.

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

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

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

LOA Request Process

To request a formal LOA, students will need to follow the steps outlined below. Students who receive FSA in the form of loans and grants, and who will have a break in attendance of 28 days or more, may be subject to recalculation and/or return of unearned FSA monies, unless they have an approved LOA on file. Students who do not return from an approved LOA on the student's scheduled return date will be administratively withdrawn from the University.

Further information for FSA students may be obtained from their Academic and Finance Counselor.

Students requesting an LOA must:

1. Timely inform their Academic and Finance Counselor of their request and discuss financial aid implications, as appropriate.
2. Submit the request for Leave of Absence located on the student portal and include the following information:
    1. Beginning and ending dates of the LOA requested
    2. Reason for the LOA request.
3. An LOA approval must meet the above criteria, and the reason for the request must be approved by the Office of the Registrar.

All students are encouraged to submit requests at their earliest opportunity to allow the University adequate time to process the request. Requests submitted the day of the requested leave start date or later will not be considered. This request must be received prior to the date that the student would be administratively withdrawn due to non-attendance.

All LOA requests start the day of the student's request for the LOA. LOA requests will not be backdated unless the student has documented extenuating circumstances that prevented them from making the request in advance of their leave.

Once approved, the LOA will be entered into the student's record, and the student will be reported as an approved LOA student. It is the student's responsibility to determine how this status may affect any other funding sources they may be receiving.

Requesting an LOA does not grant a drop or withdrawal from the current class of attendance. The current class remains subject to the official drop and withdrawal policies as published in the catalog. If an emergency LOA is approved, in the middle of the class, and the student receives a Withdraw, upon return, the student will not be charged tuition to retake the class.

Required Documentation

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

A student's initial request for an LOA will be reviewed, and if applicable, approved and processed by an Academic and Finance Advisor/Counselor. A student's subsequent request for an LOA in a 12-month period will be reviewed, and if applicable, approved and processed by an associate director or their designee. A third request for an LOA in a 12-month period will be reviewed, and if applicable, approved and processed by a director, senior director, or their designee.

Students in Semester or Subscription-based programs may have class availability differences upon their return. Students can refer to their program-specific requirements and/or contact their Academic and Finance Advisor/Counselor for additional information.

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

Access to University Resources During Leave

Students on leave do not maintain access to faculty or the online classroom. Access to other university resources, such as the University Library and the Academic Success Center coaching service, may also be limited while a student is on leave. Please contact the Library or ASC directly with any questions about what resources are available.

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

Financial Aid Implications for Students Requesting a Leave of Absence

Financial aid students must contact their Academic and Finance Counselor as early as possible upon determining they would like to request an LOA to discuss the impact on student aid. Students who do not return from an approved LOA will have all future loan disbursements canceled. The loan repayment grace periods established on all previously disbursed loans will begin as of the first day of the student's approved LOA. Therefore, if the student does not return from an approved LOA, the student may have exhausted some or all of the grace period and may be required to enter repayment immediately. Students will need to contact their lender(s) regarding grace period rules and requirements.

Students who wish to dispute the interpretation of a University financial policy, or who seek special consideration regarding a financial matter, can appeal their case to the Finance Committee.

Requests must be submitted in writing through the Student Accounts Office and must contain all pertinent information to support the appeal. All financial disputes must be submitted within one year of occurrence. Each case is decided upon its own merits. The decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome that was not available at the time of the initial request.

Return from Leave

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

If a student does not return to the University by the end of an approved LOA, the student is administratively withdrawn from their program, and a Return to Title IV Calculation will be performed.

To avoid being administratively withdrawn, the student must complete an Academic-Related Activity within the first seven (7) days and vest in a class upon their LOA return date. The return class will be scheduled at the time of the LOA request and approval. It is the responsibility of the student to work with their Academic and Finance

Counselor to begin a class on or before the date specified as the date of return from leave. The student's withdrawal date is retroactive to the student's last day of attendance (LDA).

Please see our **Attendance Procedures** for information on Academic-Related Activities.

Intent to Return (ITR) Policy

The Intent to Return (ITR) process enables students to take an approved break from their studies without the risk of being withdrawn due to non-attendance. This policy applies when students plan to be absent for 30-60 days from their Last Date of Attendance. Students in a Semester-based program can request an ITR with a maximum length of 45 days.

Process for Requesting an ITR

Students must request an Intent to Return in writing to an Academic Finance Counselor to officially state their intent to return and must include the following information:

1. **Start Date**: The proposed start date of the absence, which may be the same day or a future date. Retroactive requests are only accepted under documented emergency circumstances.
2. **End Date**: The intended return date, which must fall within 30-60 days from the requested start date for non-term students and between 30-45 days for Semester-based students. The end date must be set for the day before the next scheduled class begins and can be no later than 60 days after the student's Last Date of Attendance (45 days for Semester-based programs).

This request must be received prior to the date that the student would be administratively withdrawn due to non-attendance.

Requirements for Return or Additional Leave

Students will have seven days from the end date of the ITR to return and complete an Academic Related Activity (ARA) in their new class.

If a student would like to request additional time off through an ITR or LOA, the request must be submitted prior to the anticipated return date.

Students who do not request an LOA prior to the return date of the ITR or successfully return to class will be administratively withdrawn for failure to return.

Visiting Student Break Policy

Students enrolled as visiting, non-degree-seeking students may request a Visiting Student Break when they need to temporarily pause their academic participation.

Because visiting students are not pursuing a degree or certificate program at the University and are not eligible for an approved Leave of Absence (LOA) or Intent to Return (ITR), the Visiting Break provides an alternative for temporarily pausing enrollment while maintaining an active student status.

Visiting Break Eligibility

A visiting student may request a Visiting Break at any time while actively enrolled, subject to the following requirements:

- Visiting Breaks are available only to students enrolled as visiting, non-degree-seeking students.

- Students may request multiple Visiting Breaks during their period of visiting enrollment.
- The combined duration of all approved Visiting Breaks may not exceed 180 calendar days in a rolling calendar year.
- The 180-day limit applies cumulatively across all Visiting Breaks and does not reset when a student returns from a break.
- A Visiting Break must be approved through the University's designated process.

Effect of a Visiting Break

During an approved Visiting Break:

- The student is not required to participate in academic activity to maintain continuous enrollment.
- The University's attendance and continuous enrollment requirements are suspended for the approved duration of the break.
- The student may not participate in or begin coursework during the Visiting Break.
- The student remains eligible to return as a visiting student, subject to applicable University requirements.

Students are responsible for completing any required academic activity before the Visiting Break begins and for resuming academic participation upon the conclusion of the approved break.

Access to University Resources During Leave

Students on a Visiting Break do not maintain access to faculty or the online classroom. Access to other university resources, such as the University Library and the Academic Success Center coaching service, may also be limited while a student is on a visiting break. Please contact the Library or ASC directly with any questions about what resources are available to students on leave.

Returning From a Visiting Break

The student is expected to resume academic activity by the end of the approved Visiting Break. Upon the conclusion of the break, the University's attendance and continuous enrollment requirements will apply.

Students who wish to end their Visiting Break early may do so by contacting their Academic and Finance Counselor.

A student who does not resume academic-related activity within the first 7 days of their course at the conclusion of the approved Visiting Break may be subject to administrative withdrawal in accordance with University policy.

Maximum Visiting Break Period

A visiting student may use multiple Visiting Breaks; however, the total cumulative duration of all approved Visiting Breaks may not exceed 180 calendar days in a rolling calendar year.

Once a student has reached the 180-day maximum, additional Visiting Breaks will not be permitted. Any subsequent failure to meet the University's attendance or continuous enrollment requirements may result in administrative withdrawal.

Visiting Breaks are not available as a substitute for academic activity and may not be used to extend the student's eligibility to remain enrolled beyond applicable University requirements.

Simplified Re-Entry and Additional Time

A visiting student who does not return by the end of an approved Visiting Break, or who determines that additional time is needed, may request simplified reentry through the University's designated process.

The University may approve additional time or facilitate the student's return without requiring the student to complete a full reentry process, provided the student remains eligible for visiting student enrollment and applicable requirements are met.

Additional time may be considered on a case-by-case basis and does not automatically reset or increase the student's 180-calendar-day cumulative Visiting Break limit.

If a student does not request additional time or complete the simplified reentry process within the timeframe established by the University, the student may be subject to administrative withdrawal in accordance with University policy.

Student Withdrawal from the University

Students have the right to withdraw from the University at any time. Students who wish to withdraw permanently from National University must:

- Complete a "University Withdrawal Form" online through the University's website or via the student portal.

Once a request has been received, students will be withdrawn from the University and all future classes will be deleted from their schedules. Students should be aware that current classes at the time of request remain subject to the official drop and withdrawal deadlines as published in this catalog. The Office of the Registrar will use applicable grading policies and procedures to determine the final grade of the withdrawn class. Federal student aid recipients should refer to the **Institutional Refund Policy** and **State-Specific Refund Policy** sections in this catalog, as withdrawal from any classes and/or periods of enrollment can have financial consequences and may require the University to return financial aid to the funding source.

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

If a student withdraws or leaves the University while a departmental process is pending, such as an Office of Community Standards or Office of Institutional Equity investigation, then the student may not return to the University in any capacity until the complaint being investigated is resolved and any sanctions imposed are satisfied.

Administrative Withdrawal

Students will be administratively withdrawn from any or all classes if they fail to meet all applicable registration, code of conduct, attendance, academic integrity, and enrollment policies or requirements at all times. Any withdrawals may impact a student's financial aid awards, academic progress, military funding, residential status, and/ or student visa status.

Administrative withdrawal from the University may occur for the following reasons:

1. Failure to pay required fees,
2. Failure to provide documents or meet credit requirements to be enrolled,

3. Failure to attend,
4. Violation of University or program-specific policies, or
5. Emergency administrative withdrawal.

Term-Based Programs Offered in Modules: Exceptions

A student will not be considered administratively withdrawn if any of the following conditions apply:

- The student has successfully completed at least 50% of the credits required to maintain full-time status for the term; or
- The student has successfully completed 49% or more of the scheduled instructional time for the term, as evidenced by passing grades; or
- The student's break in attendance was planned and approved prior to the start of the term.

Program-Specific Dismissal

This policy summarizes procedures for dismissal from a program for otherwise academically eligible students who present with disposition or comportment that does not align with professional and ethical standards.

This policy applies to all programs that have specific requirements for admission, progression, and completion beyond general University standards.

The Program Director, Department Chair, Committee, or Dean's designee will render a determination on whether the student possesses skills and dispositions that align with licensure, or field-specific ethics and service.

Program-specific dismissals are governed by school and/or program policy and are separate from investigations occurring within the Office of Community Standards (OCS). Based on the nature of the reported incident, the matter may also be referred to the OCS for review and investigation following the established process.

Note: For more detailed information and program-specific expectations, refer to the appropriate specialized academic program information.

Note: For Juris Doctor specific information, please see the **Juris Doctor Catalog**.

Grounds for Dismissal

Students may be dismissed from a program for any of the following reasons:

1. Inability to meet specific academic, professional, or ethical standards required by the program and discipline.
2. Violation of program-specific codes of conduct or ethics (aligns with licensure or certification).
3. Inability to meet clinical, practicum, or training place work requirements due to student disposition or comportment.

Dismissal Notification Procedure

The student will be notified in writing of the intent to dismiss, including but not limited to:

- Rationale for decision with supporting documentation if applicable.
- Options for remediation, if applicable.
- Notification that the decision is final unless appealed to the Office of the Provost.
- Procedures for appeal, including mandatory timelines.

Note: For information on the appeal process in the Juris Doctor program, please see the **Juris Doctor Catalog**.

Consequences of Dismissal

- Dismissed students will be withdrawn from all program-specific classes.
- Students dismissed from a program may be eligible to request admission to another program at the University, subject to meeting program admission requirements.
- If students do not enter a new degree program in accordance with the University's Attendance Policy, access to University resources and the student portal may be limited.
- Tuition refunds, if any, will be handled according to the Institutional Refund Policy.

Financial Obligations and Release of Records

The University awards diplomas only after a student satisfies all financial obligations to the University. Some services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on federal Perkins or NU Institution Loans.

Graduation Requirements

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

Degree Conferral

GPA Requirements

Students must meet the following GPA requirements for their degree to be conferred unless otherwise specified in the program description:

Program Level	GPA Requirement
Undergraduate	Minimum overall GPA of 2.0
Masters	Minimum overall GPA of 3.0
Doctoral	Minimum overall GPA of 3.0
Juris Doctor	Please refer to the **Juris Doctor Catalog** for specific GPA requirement

Degree Conferral Requirements

Each degree has been structured to delineate the program prerequisites, foundations, core requirements, area(s) of specialization, and electives that constitute the requirements for the degree.

Undergraduate Programs

Associate degree Credit and GPA Requirements / Total Number of Credits

The minimum number of credits required to earn an associate degree is 60 semester credit hours.

Bachelor degree Credit and GPA Requirements / Total Number of Credits

The minimum number of credits required to earn a bachelor degree is 120 semester credit hours. Students may be required to complete more than the required credits depending upon their program of study.

Upper-Division Credits

- The total number of upper-division credits required for a bachelor degree is 51 semester credit hours.
- Students must meet the following requirements for their degree:
- Minimum overall cumulative Grade Point Average of 2.0 (letter grade of "C") for core classwork
- Minimum overall cumulative Grade Point Average of 2.0 (letter grade of "C") for classwork leading to a minor or concentration
- Official documents on file for basis for admission from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- All financial obligations to the University must be satisfied before a diploma is issued.

Please see the specific program for additional degree requirements.

Undergraduate Residency Requirements

Students must meet the established University residency requirements. Programs may have additional requirements.

Please see the specific program page for more information on residency and transfer credit eligibility.

Associate

- A minimum of 21 semester credit hours completed at National University.
- At least two-thirds of the classes/credits required for the minor or concentration as applicable.

Baccalaureate (Bachelor's)

To qualify for a baccalaureate degree, students must complete each of the following requirements at National University:

- A minimum of 30 semester credit hours, at least 24 semester credit hours of which must be in upper-division classes (numbered 300–599).
- At least half of the upper-division credits required for the major.
- At least two-thirds of the upper-division credits required for the minor or concentration, if a student has selected a minor or concentration, or if a concentration is required as part of the degree requirements.
- Classes taken through credit by examination and credits students transfer to the University do not apply toward residency requirements.

Sanford College of Education Credential Programs

Credential candidates must complete a minimum of 21 semester credit hours in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing.

For more information, please see the specific program page as well as the Sanford College of Education Credential Information section of the Group-Based Catalog.

GPA Requirements

Students must meet the following GPA requirements for their degree:

- Minimum overall cumulative Grade Point Average of 2.0
- Minimum cumulative Grade Point Average of a 2.0 within their major or core classwork (unless otherwise specified)
- Minimum cumulative Grade Point Average of 2.0 within their minor or concentration classwork (unless otherwise specified).

General Education Requirements

National University has general education requirements in the following areas including but not limited to: English Communication, Mathematical Concepts and Quantitative Reasoning, Information Literacy, Arts, Humanities and Languages, Social and Behavioral Sciences, Physical and Biological Sciences, and Lifelong Learning and Self Development. Students enrolled in a Bachelor of Arts and residing in Oregon must complete 12 semester credits of Foreign Language to satisfy state requirements. For specific requirements please refer to the program.

CSU General Education Certifications and IGETC

National University will accept the following General Education certifications: California State University (CSU) General Education Breadth Certification and the Inter-Segmental General Education Transfer Curriculum (IGETC). All requirements for CSU General Education and IGETC must be completed and certified prior to transfer to National University. The University will not accept partial certifications. Students must provide an official transcript with the signed certification included or a separate certification form from the community college attended.

National University has general education requirements in the following areas: English Communication, Mathematical Concepts and Quantitative Reasoning, Information Literacy, Arts, Humanities and Languages, Social and Behavioral Sciences, Physical and Biological Sciences, and Lifelong Learning and Self Development.

The required number of credits in each section can be found in the General Education Requirements section of the Group-Based Catalog.

Classes taken to achieve minimum collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

Major, Minor, and Concentration Requirements

Preparation for the Major

Some majors require a set of introductory and/or skills classes designed to prepare students for upper-division study. Many classes taken for this purpose can also be used to satisfy general education requirements.

Major

Students must complete a departmental major for any bachelor's degree. Most majors consist of an integrated area of specialized study at the upper-division level and contain at least nine classes, which total at least 27 semester credit hours.

Classwork taken to meet major requirements cannot be used to meet general education requirements. At least half of the required upper-division classes for the major must be completed in residence.

Minor

Completion of a minor is not required. A minor consists of a minimum of at least 18 semester credit hours unless otherwise specified. Classes in the minor can be used to satisfy preparation for the major and general education requirements as appropriate. Two-thirds of the classwork for classes used to achieve a minor must be unduplicated. At least two-thirds of the credits in the minor must be completed in residence.

Students may take any minor with any bachelor's degree program. Students must verify, prior to requesting a change of degree, that the particular combination being requested has not been duplicated by the major or specifically prohibited by the bachelor's program. Students must also meet any entry requirements and prerequisites for the requested minor.

Concentration

A concentration may be required by the degree program or an optional choice for the student. A concentration is an area of specialization related to the major that allows students to delve deeper into a focused study area. Unless otherwise specified, completion of a concentration is not required. Classes in the concentration cannot be used to meet major requirements.

Classes in the concentration can be used to satisfy preparation for the major and general education requirements as appropriate. Two-thirds of the classwork for classes used to achieve a concentration must be unduplicated. At least two-thirds of the credits in the concentration must be completed in residence.

Graduate Programs

Certificate

Students must meet the following requirements for their certificate:

- Minimum overall cumulative Grade Point Average of 3.0 (letter grade of "B")
- Official documents on file for basis for admission from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- All financial obligations to the University must be satisfied before a diploma is issued.

Please see the specific program for additional degree requirements

Master's

Students must meet the following requirements for their degree:

- Minimum overall cumulative Grade Point Average of 3.0 (letter grade of "B")
- Official documents on file for basis for admission from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- All financial obligations to the University must be satisfied before a diploma is issued.

Please see the specific program for additional degree requirements

Doctoral

Students must meet the following requirements for their degree:

- Minimum overall cumulative Grade Point Average of 3.0 (letter grade of "B")
- Official documents on file for basis for admission from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- University approval of dissertation manuscript and successful completion of dissertation defense for doctoral students
- For Applied Doctoral Experience Program students, University approval of the dissertation research and successful completion of a professional publication or presentation is required.
- All financial obligations to the University must be satisfied before a diploma is issued.

Please see the specific program for additional degree requirements

Juris Doctor

- Successful completion of 82 semester credits of study in accordance with the prescribed curriculum and in compliance with the residency requirement of the Committee of Bar Examiners of the State Bar of

California including a minimum of 62 credits of numerically graded classwork. Successful completion of all required classes.

- The residency requirement is 28 credits completed in the program while enrolled at the University.
- A cumulative grade point average is as follows: Students who entered into the JFK School of Law at National University beginning in Fall 2022 and later must maintain a cumulative GPA of 2.4 or better to be considered in met academic standing. Students who entered into the JFK School of Law at National University prior to Fall 2022 must maintain a cumulative GPA of 2.0 or better.
- All official documents must be on file for the basis for admission from an institutionally accredited academic institution as well as official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University must be satisfied before a diploma is issued.

Please see the **Juris Doctor Catalog** for more information.

Degree Completion Review

Degrees and certificates are not awarded automatically upon completion of academic requirements and require a final degree audit to be performed. This audit process confirms that the student has met all academic and programmatic requirements to process the conferral of their credential.

The conferral date will be listed as the date the Office of the Registrar determines the student has successfully completed all degree requirements. This date will be used as the student's degree conferral and diploma date.

The student's legal name in the official record will be printed on their diploma. Students will be asked to confirm their name and address to ensure accuracy. Only minor deviations from the student's legal name will be allowed (e.g., omission or inclusion of middle name or suffix, abbreviated or nickname). If a student wants a different name than what is on record, they must complete a change of information request or contact the Office of the Registrar for additional assistance.

Diplomas are mailed out up to eight weeks following the degree conferral date. Students will be mailed one physical diploma and will receive one electronic diploma sent to their primary email address. Additional copies of diplomas may be purchased.

Additional Information regarding commencement ceremonies can be found on the University website.

Honors and With Distinction

Undergraduate

Students who demonstrate exceptionally high academic progress in the undergraduate programs are eligible for graduation honors. Students must have earned at least 30 semester credit hours with letter grades (A through F) at NU for honors to be determined. Honors for associate and baccalaureate degrees are determined only by classes taken at National University. Academic honors are posted to the diploma and final transcript when the degree is conferred.

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

- Summa Cum Laude (with highest honors) = GPA 3.90 +
- Magna Cum Laude (with high honors) = GPA 3.70 - 3.89
- Cum Laude (with honors) = GPA 3.50 - 3.69

Master's

Students in a master's program whose grade point average (GPA) is 3.85 or higher will graduate "With Distinction." Prerequisites completed at the undergraduate level are not included in the calculation of the GPA for graduation with distinction. In the calculation of eligibility, the official cumulative GPA is truncated to two decimal places.

Earned distinctions are noted on diplomas and official University transcripts.

Students must have earned at least 27semester credit hours with letter grades (A through F) at NU for master's distinction to be determined.

Juris Doctor

Juris Doctor students who have completed their degree requirements, have completed at least 39 of the 62 required numerically graded credits in residence at the JFK School of Law at National University, and have taken no more than 17 terms (including summers) to complete their degree requirements are eligible for graduation with honors as follows:

- Summa Cum Laude (with highest honors) = GPA 3.66 +
- Magna Cum Laude (with high honors) = GPA 3.33 - 3.65
- Cum Laude (with honors) = GPA 3.0 - 3.32

Academic honors will be posted on the students' transcript and diploma.

Note: Please see the **Juris Doctor Catalog** for more information.

Doctoral

Students completing Doctoral programs are not eligible for Graduation with Distinction.

Commencement Ceremony

Students who are eligible to participate in commencement ceremonies will need to complete the registration process within 45 days prior to the ceremony date.

Students may order regalia and announcements from the University's third-party vendors. The third-party vendor's website and contact information are published on **https://www.nu.edu/grad-events/**.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements outlined below.

- Associate degree students must be within 3 classes of program completion
- Bachelor degree students must be within 3 classes of program completion
- Master degree students must be within 3 classes of program completion
- Doctoral students must have passed their dissertation defense or completed their applied doctoral project 45 calendar days prior to the commencement ceremony.
- Juris Doctor students must be in their last term or within 12 semester credit hours of program completion 45 calendar days prior to the commencement ceremony event date.

Note: Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed degree conferral. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

Dissertation of the Year Award

Each year, National University recognizes scholarly achievement among its doctoral students by honoring one or more authors of outstanding dissertations submitted for consideration by committee Chairs. More information on Dissertation of the Year can be found at **https://resources.nu.edu/ld.php?content_id=71054913**.

Poster of the Year Award

NU annually recognizes the outstanding academic work of its doctoral students by hosting an annual poster session. The Office of Graduate Studies encourages doctoral candidates to submit their research for presentation. The NU community will recognize the recipient of the Poster of the Year (POY) award at the poster session held in conjunction with the annual commencement ceremony. More information on Poster of the year can be found at **https://resources.nu.edu/ld.php?content_id=71054913**.

National University Dean's List

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

The Dean's List at National University is a quarterly recognition of undergraduate and graduate students who have demonstrated exceptional academic performance. Students eligible for the honor must complete a minimum amount of classwork (6 semester credit hours) with a three-month GPA of at least 3.5 (undergraduate) or 3.7 (graduate).

In determining student eligibility, we use the following criteria:

- Completed a minimum of 6 semester credit hours. These credits are calculated on the end date of the class. For instance, a student completing an 8-week class with 4 weeks completed prior to the quarter and 4 weeks completed during the assessment period would be granted credit and GPA credit for the whole class.
- Quarter GPA of at least 3.5 (undergraduate) or 3.7 (graduate). These minimum GPAs are only calculated with the classes completed during the assessment period. Therefore, a student may have a cumulative GPA of 3.3, receive two A's during classes completed in the quarter, and will be eligible for the honor of Dean's List.
- Exceptions: Dissertation classes and some clinically-focused classwork are excluded in the calculation of eligibility, and those students in the Juris Doctor program have different eligibility criteria based on program accreditation requirements as outlined in the **Juris Doctor Catalog**.

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

National University President's Circle

National University (NU) is deeply committed to promoting academic and service excellence. In pursuit of this objective, National University takes great pride in annually acknowledging and honoring students' outstanding academic achievements through the President's Circle.

Nomination Process:

- Graduating students are nominated annually by the Dean of their respective schools for consideration to be part of the President's Circle.

- Within each school, one student is selected from each degree program, including associate's, bachelor's, master's, and doctoral programs.
- The nominated students represent the highest achievers in their respective programs, consistently exceeding expectations while demonstrating exceptional dedication.
- The following criteria are used to determine the selection of each student:
    - Attainment of consistently high academic performance
    - For graduate students, sustained performance at a distinguished scholarly level
    - Active participation in various student groups, such as University activities, the Student Advisory Council, or Honor Societies
    - Demonstration of a strong commitment to improving the lives of others through their education
    - Belief in their capacity to effect positive change in their communities

Students chosen to join the President's Circle are invited to attend the President's Circle Breakfast or Luncheon, which occurs before the commencement ceremony annually. Students will have the opportunity to interact with NU leadership and their school Deans during this event. They will also be publicly recognized for their outstanding achievements and receive an appreciation certificate and specialized honor cords. Subsequent to recognition, academic-year classes of President's Circle members will be invited to stay engaged as premiere NU academic ambassadors with students, alumni, and the broader community.

National University Memorial Degree

National University wishes to recognize the academic achievements of students enrolled at the University at the time of their passing. In the event of an untimely death of a National University student, they might be eligible to receive an honorary posthumous degree to commemorate those achievements for the benefit of the family. Diplomas awarded posthumously will indicate the honorary posthumous designation. A family member may contact the Office of the Registrar at 858-642-8260 or **registrar@nu.edu** for more information about the process and eligibility.

Procedure

Any member of the university community who wishes to recommend award of a posthumous degree	1. Submit official notification of student's death to the Office of the Registrar along with a request to award a Posthumous Degree.
Office of the Registrar	2. Receive official notification of a student's death. Immediately place administrative hold on the student's academic records. Also, absolve the student of any University financial obligations. Determine if the student was in met standing with the University, and if so, notify the school / college to solicit a recommendation from the faculty.
School / College	3. The dean will solicit a recommendation from the faculty to help substantiate that the student had demonstrated substantial progress toward their degree completion at the time of death and would have most likely completed their degree had they survived. If the dean agrees with the faculty recommendation to Award a Posthumous Degree, forward that recommendation to the Office of the Provost

Office of the Provost	The provost will review the recommendation from the dean, and if the provost agrees with the recommendation, the Posthumous Degree will be awarded.

Honor Societies

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

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

All Schools

Golden Key International Honor Society (GK) (Undergraduate and Graduate Students)

Golden Key is the world's largest collegiate honor society for undergraduate and graduate students. Participation in the society is open to all academic disciplines. Membership is by invitation only and is sent to eligible students on a periodic basis.

For more information about Golden Key, visit **www.goldenkey.org**. Students who have not received a membership invitation but believe they meet the University's academic eligibility criteria can submit an online application at **https://goldenkey.org/golden-key-eligibility** for review.

Honors Fellows for Social Change (Undergraduate and Graduate Students)

The Honors Fellows for Social Change is a highly selective honors program comprised of students who show the potential to utilize their degree to make positive social change in their communities of choice. Students are admitted to the program based on a rigorous application process that includes video testimonials and writing samples that illustrate the student's capacity to connect their educational goals to further advancing the public good.

National Society of Leadership Success (NSLS) (Undergraduate and Graduate Students)

The National Society of Leadership and Success is the nation's largest leadership honor society. Candidacy is a nationally recognized achievement of honorable distinction. Participation in the society is open to all undergraduate and graduate level majors based on GPA and number of classes completed. Lifetime membership benefits include: an accredited leadership development program, free admission to live broadcasts of speakers from leading organizations as well as a presidential series, opportunities for scholarships and building a professional network, access to a job bank, letter of recommendation, and more.

For more information about National Society of Leadership Success, visit: **http://www.nsls.org**.

Phi Chapter Omega Nu Lambda Honor Society (Undergraduate and Graduate Students)

Phi Chapter Omega Nu Lambda (ONL) is the only national collegiate honor society exclusive to online students. ONL strives to help make online education a better experience by acknowledging academic achievement, rewarding online experience by offering scholarship opportunities, and creating environments that promote connectivity among other ONL members throughout the United States.

For more information about Phi Chapter Omega Nu Lambda, visit **https://www.omeganulambda.org** or contact **ONL@nu.edu**.

SALUTE Veterans National Honor Society (Undergraduate and Graduate Students)

SALUTE is a national academic honor society recognizing the service and scholastic achievements of student veterans and active-duty military in higher education.

For more information about SALUTE, please contact the Veteran Center at **veterancenter@nu.edu**.

Sanford College of Education

Pi Lambda Theta Honor Society (Undergraduate and Graduate Students)

Pi Lambda Theta is the international honor society and professional association for students in the field of education. The dean of the Sanford College of Education nominates students to Pi Lambda Theta who have met rigorous requirements. Membership in this honor society offers students access to scholarships, research grants, career support, and leadership conferences, as well as support from the National Board of Professional Teacher Standards. A gold cord worn during commencement exercises designates Pi Lambda Theta graduates.

For more information about Pi Lambda Theta, visit **https://pilambda.org/**.

School of Business and Economics

Sigma Beta Delta Honor Society (Undergraduate and Graduate Students)

Sigma Beta Delta is an honor society for students of business, management, or administration who are pursuing bachelor's or master's degrees. The society characterizes itself by three principles; wisdom, honor, and the pursuit of meaningful aspirations. It recognizes these qualities as being important for success in the academic realm as well as providing guidelines which lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind.

For more information about Sigma Beta Delta, visit: **https://sigmabetadelta.org/**.

School of Health Professions

Delta Omega Honor Society (Graduate Students)

Delta Omega is a national honorary society comprised of CEPH-accredited programs and schools of public health. Delta Omega exists to encourage research and scholarship among graduate students of public health and to

recognize attainment and achievement in the field of public health. With over 50 active chapters, Delta Omega and its members are dedicated to ensuring the quality of the field of public health and to the protection and advancement of the health of all people. National University founded the Gamma Psi chapter of Delta Omega in 2013 and has inducted 125 graduates, alumni, faculty, and community members.

For more information about Delta Omega, visit; **https://deltaomega.org/**.

Sigma Theta Tau International (STTI) Omega Omega Chapter 574 (Undergraduate and Graduate Students)

The mission is to develop nurses' leaders to improve healthcare everywhere. Students who qualify from Undergraduate and Graduate level Nursing Programs are invited to join this international community of nurses. These nurse leaders are dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research.

For more information about Sigma Theta Tau International Omega Omega, visit; **https://www.sigmanursing.org/**.

Upsilon Phi Delta (UPD) (Undergraduate and Graduate Students)

Applicable for students enrolled in the Bachelor of Science in Healthcare Administration (BSHA) and the Master of Health Administration (MHA) Program in the School of Health Professions. Upsilon Phi Delta is an honor society only open to programs who hold membership with the Association of University Programs in Health Administration (AUPHA). Invitation to the student is offered by the School of Health Professions. Membership Benefits include lifetime recognition of outstanding academic achievement, scholarship program, lifetime contact through national networking, and other benefits.

For more information about Upsilon Phi Delta, visit;
http://www.aupha.org/main/resourcecenter/currentstudents/honorsociety.

JFK School of Psychology and Social Science

Delta Kappa International (Graduate Students)

Delta Kappa, is the official honor society for the field of MFT, serves to further and complement the fine work being done by the American Association for Marriage and Family Therapy, the American Family Therapy Academy, and the International Family Therapy Association. An installation ceremony is held twice e a year – one at graduation and a virtual ceremony.

Membership benefits include a lifetime recognition of outstanding academic achievement, resume enhancement, scholarship program, lifetime contact through national newsletter, and other benefits.

For more information about Delta Kappa International, please visit: **https://www.deltakappamft.org/Home**.

Phi Alpha Honor Society (Graduate Students)

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

For more information about Phi Alpha Honor Society, please visit: **https://phialpha.org/**.

School of Arts, Letters, and Sciences

Alpha Kappa Delta International Sociology Honor Society (Undergraduate Students)

Alpha Kappa Delta seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. Alpha Kappa Delta is a non-secret, democratic, international society of scholars dedicated to the ideal of Athropon Katamannthanein

Diakonesin or "to investigate humanity for the purpose of service." At commencement, membership in Alpha Kappa Delta is signified by the wearing of a teal honor cord.

For more information about Alpha Kappa Delta, visit: **https://alphakappadelta.org/**.

Psi Chi Honor Society (Undergraduate and Graduate Students)

Psi Chi is an international honor society whose purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. Undergraduate and graduate students accepted for membership in Psi Chi are recognized for their academic achievement and devotion to the field of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Nominees can be identified by the platinum and blue cord they wear during the ceremony.

For more information about Psi Chi, please visit: **https://www.psichi.org/**.

Sigma Tau Delta, International English Honor Society (Undergraduate and Graduate Students)

Sigma Tau Delta, the International English Honor Society, was established in 1924 to confer distinction for high achievement in English language, literature, and writing, and the organization is dedicated to fostering literacy and all aspects of the discipline of English. With over 900 active chapters located in the United States and abroad, there are more than 1,000 Faculty Advisors, and approximately 9,000 members are inducted annually.

For more information about Sigma Tau Delta, visit: **https://www.english.org**.

JFK School of Law at National University

Alpha Phi Sigma (APS) (Undergraduate and Graduate Students)

The Mission of Alpha Phi Sigma is to promote analytical thinking, rigorous scholarship, and lifelong learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice profession and to sustain in the public mind the benefit and necessity of education and professional training.

Alpha Phi Sigma recognizes academic excellence of undergraduate and graduate students of Criminal Justice and related disciplines. Alpha Phi Sigma is the only Criminal Justice Honor Society that is a certified member of the Association of College Honor Societies and is affiliated with the Academy of Criminal Justice Sciences.

For more information about Alpha Phi Sigma, visit; **https://alphaphisigma.org/**.

Lambda Epsilon Chi Honor Society (Undergraduate and Graduate Students)

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

Order of the Sword and Shield Honor Society (Undergraduate and Graduate Students)

The Order of the Sword and Shield is the first and only academic and professional honor society dedicated exclusively to homeland security, intelligence, emergency management, cyber and information security, and all protective security disciplines. The mission of the Society shall be to promote critical thinking, high scholarship and professional development; to further enhance the ethical standards of the protective security professions; and to cultivate a high order of personal living.

For more information about the Order of the Sword and Shield, visit; **https://www.securityhonorsociety.org/**.

Phi Alpha Delta Fraternity (Graduate Students)

The mission of Phi Alpha Delta is to better both the legal profession and the community through its devotion to the ideals of compassion, courage, diversity, innovation, integrity, professionalism, and service. Undergraduate Pre-Law and Paralegal student members with a 3.5 GPA and Juris Doctor student members in the top one-third of their class are eligible to join Phi Alpha Delta's Society of Scholars.

For more information about Phi Alpha Delta, visit; **https://www.pad.org/page/SocietyOfScholars**.

Licensure and Certification

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. Students intending to seek licensure of any type must acknowledge their degree program at National meets the licensing requirements of the intended state, school districts, professional associations, or agencies where they intend to seek licensure. A student who changes their state of residence while enrolled in a program may become ineligible for Title IV Higher Education Act funding if the change in residence results in a student participating in a program in a state in which NU does not meet licensure or certification requirements in that new state of residence.

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state. Prospective and current students should review the University's Licensure Disclosures for more information related to these programs. Individuals considering a program that leads to a professional license/certification should be aware that requirements for professional licensure can vary drastically by state, and these requirements can change frequently and often without notice. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements. Students considering a program that leads to a professional license are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; students should also continually monitor changes throughout the program as licensure requirements may change over time. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), pre and post-degree internship/practicum hours, and other requirements determined by the respective state board.

National University is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location post-degree. National University can provide state licensure/certification requirements to a student. However, NU cannot provide interpretation regarding state licensure/certification requirements.

Ethical Standards and Practices

National University Chosen Name Policy

Overview

This policy provides updated guidance regarding the use of Chosen Names for students in attendance at National University. Chosen Names (also referred to as Preferred Names, Lived Names, and Names in Use) may include but are not limited to nicknames, names reflecting a cultural, personal, religious, or familial preference/practice, Americanized names, and names that accurately reflect a person's gender identity or relationship status.

A student is hereby defined to mean any person who is or has attended National University.

Name Types

- Legal Name: Students are required to provide their legal names on their applications for admission. After enrollment, students may process official name changes or corrections with the Office of the Registrar. A legal form of identification will be required for a name change.
- Chosen Name: Students may request a first, middle, and last name other than their legal name for use by staff, faculty, and other students. The University reserves the right to remove a preferred name if it is used inappropriately or for misrepresentation. The University Registrar has final authority for determining an appropriate preferred name.
- Diploma Name: Students may request a name other than their legal name to appear on their diploma when they apply for graduation.
- Diploma: printed diploma with conferred degree

- Commencement Program: if a student has not requested non-disclosure of personally identifiable directory information, the chosen name may be requested.

Disclaimer: The chosen name will be used in lieu of the legal name when it is not necessary for the legal name to be used. It will be used across the University where available.

Student Code of Conduct

A. Mission Statement

National University (NU) endeavors to provide and maintain a safe and respectful environment for students, employees, and visitors.

The Office of Community Standards (OCS) seeks to enhance student learning and personal development by creating an educationally purposeful, ethical and caring community, while protecting the interests of the larger NU community. Through the fair, timely, and consistent administration of the student conduct process, the OCS promotes student learning with the guiding principles of integrity, community, social justice, respect, and responsibility.

B. Philosophy Statement

The NU community is committed to fostering an environment that is conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The OCS is entrusted to maintain balance between the interests of individual students and those of the University community. The NU community exists on the basis of shared values and principles, which all members are expected to uphold and abide by. Specifically, to students, these shared principles of behavior form the basis of the Student Code of Conduct (SCC). These standards are embodied within a set of core values that include integrity, community, social justice, respect, and responsibility.

When a member of the NU community fails to exemplify these five (5) values by engaging in activities that violate the standards below, it is the responsibility of all staff, faculty, students, and other community members to encourage behavior change. The Student Conduct Resolution Process (SCRP) is not intended to punish students; rather, it exists to protect the interests of the NU community and to challenge those whose behavior compromises the productivity of academic pursuits. If a student is found responsible for a violation of policy, in some instances, sanctions are imposed. Sanctions are intended to challenge students' moral and ethical decision-making and help them bring their behavior into accordance with NU's expectations. When a student is unable to conform their behavior to community expectations, it may be determined that the student is no longer able to share the privilege of participating in the NU community.

Procedures and rights in student conduct process are conducted with fairness to all but are not held to the same protections of due process afforded by the courts during civil or criminal proceedings. Due process, as defined within these procedures, ensures that students receive written notice through a Notice of Investigation (NOI), a fair and impartial investigation and an opportunity to share their perspective through participation in an Educational Conference (EC). No student will be found in violation of NU policy without showing it is more likely than not that a policy violation occurred, and any sanctions will be proportionate to the severity of each violation and to the cumulative conduct history of the student.

C. Office of Community Standards (OCS)

NU is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse student population. Consistent with the NU mission, rights and responsibilities are extended to all members of our University community. Community exists on the basis of shared values and principles.

The OCS oversees the SCC, administers student discipline, and serves as a resource for employees on student-related conduct concerns. OCS promotes appropriate standards of behavior within the NU Community by investigating alleged violations of the SCC, addressing violations of policy by holding students accountable while educating them about their choices. OCS achieves this by consistent administration of the SCRP and actively listening to students to foster an environment where they feel heard. OCS also strives to work towards the least disruptive and most collaborative solutions possible with faculty, staff, and students.

OCS utilizes an online case management software system, Maxient, for all student conduct related inquiries and reports. Repeated incidents may result in further review by OCS, potentially leading to measures aimed at preventing recurring behaviors, depending on the severity of the allegations and findings. These measures may include, but are not limited to:

- Written Warning
- Educational Sanction (e.g., a paper on academic dishonesty/ethics)
- Educational and Disciplinary Sanctions (e.g., a paper and disciplinary probation or suspension)
- Separation Proceedings

OCS may conduct climate analyses (as needed) to ensure that the SCC and any related guideline documents are followed throughout the NU community. The analyses will be shared with leadership for review and potential decisions aimed at improving student experience.

Additionally, OCS collaborates with various departments such as the Office of Institutional Equity (OIE), Facilities Management, Office of Human Resources (HR), Security, Office of Student Accessibility Services (SAS), Legal, Office of Compliance and Ethics, Office of Student Wellness, Office of Student Affairs, Academics, Office of Information Security, and other departments to ensure all efforts are coordinated as needed.

Office of Community Standards (OCS)

National University

Online Report: **www.nu.edu/reportit**

Email: **ocs@nu.edu**

D. Core Values of Student Conduct at NU

NU student community members are expected to uphold and abide by certain standards of conduct which form the basis of the SCC. These standards are embodied within the core set values below:

- **Integrity** – NU students exemplify honesty, honor and respect for the truth in all of their dealings.
- **Community** – NU students build and enhance their community.

- **Social Justice** – NU students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.
- **Respect** – NU students show positive regard for each other, for property and for the community.
- **Responsibility** – NU students are given and accept a high level of responsibility to self, to others, and to the community.

NU students are provided with the SCC and are responsible for having knowledge of information, policies and procedures outlined within this policy. Any and all changes to this policy are made effective immediately. OCS reserves the right to change this code as deemed necessary to align with any regulations, including NU policies and procedures.

E. Conflict Resolution Options

Whenever appropriate, NU community members should consider alternative dispute resolution(s) in the following forms:

- Involvement of a Supervisor or Academic Program Leadership
- University Ombuds Office at **ombuds@nu.edu**
- Consider switching communication methods (e.g., discussion via phone rather than email)

Some important exceptions include offenses including sexual violence, physical threat/violence, or when there is a concern of a physical threat that may develop with continued contact between the parties. When this occurs, these matters are reported to OIE, who determines next steps.

F. Policy Administration and Designations

1. SCC Implementation, Interpretation, and Revision

OCS develops procedural rules for the administration of conduct proceedings and/or appeals that

are consistent with the provisions of the SCC on an annual basis. Material deviation from these rules will, generally, only be made as necessary and will include reasonable advance notice to the parties involved, either by posting online and/or in the form of written communication.

The SCC is updated annually to ensure consistency and new updates to federal, state, and/or local rules and regulations. OCS may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy. The OCS may make minor modifications to procedure(s) that do not materially jeopardize the fairness owed to any party. Any questions regarding the SCC will be referred to the OCS.

The SCC is published annually in the University Catalog, and the policy is available on the NU's OCS website at **www.nu.edu/student-services/community-standards/**. Hard copies are available by request from the OCS at ocs@nu.edu. Students are responsible for having read and abiding by the provisions of the SCC.

2. University as Convener

The University is the convener of every action under this policy. Within that action, there are several roles, Complainant(s), Respondent(s), Witness(es), Advisor(s), Investigator(s), and Appeal Officer.

3. Group Violations

A student group or organization and/or its officers and membership may be held collectively and/or individually responsible when violations of this code are not adhered:

- Take place at organization-sponsored or co-sponsored events, whether sponsorship is formal or tacit;
- Have received the consent or encouragement of the organization or of the organization's leaders or officers; or
- Were known or should have been known to the membership or its officers.

Investigations for student groups or organizations follow the same general student conduct procedures. Depending on the involvement of each individual and/or organization, individual determinations will be made as to responsibility, and sanctions may be assigned collectively and individually.

4. Amnesty

Amnesty means that current students may be able to avoid informal and formal University disciplinary action and the creation of a formal disciplinary record under the circumstances described below. Records regarding the provision of amnesty are maintained. Abuse of amnesty requests can result in a decision by the OCS not extending amnesty to the same person repeatedly.

The University provides amnesty to Complainants who may be hesitant to report to university officials because they fear that they themselves may be accused of minor policy violations, such as underage drinking, at the time of the incident. Educational options will be explored, but no conduct proceedings or conduct record will result.

G. Jurisdiction

NU retains jurisdiction over behaviors that occur on NU property, online, or in connection with official University programs or sponsored events whether on or off University property.

The SCC may be applied to behavior conducted online, via email, social media and all other types of electronic medium. Students should also be aware that online postings such as blogs, web postings, chats, and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. However, most online speech by students not involving NU networks or technology will be protected as free expression and not subject to this policy, with two notable exceptions:

- A true threat, defined as a threat that a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals
- Speech posted online about NU or its community members that causes a significant on campus disruption

NU's OCS may also, at its discretion, exercise jurisdiction over a student's behavior that occurs off campus and affects NU constituents and its interests, and that would violate the SCC. NU interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others;
- Any situation that significantly impinges upon the rights, property, or achievements of self or others, or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of NU

In determining whether or not to exercise off-campus jurisdiction, the University may consider factors including but not limited to, the seriousness of the alleged misconduct; whether an alleged victim is a member of the campus community; the ability of the University to gather information, including the statements of witnesses; and whether the off-campus conduct is part of a series of actions that occurred both on and off campus.

The SCC and the SCRP apply to the conduct of all students, and all NU-affiliated student organizations. Students are subject to the rights and responsibilities outlined in the SCC upon meeting Basis for Admission with the university, generally with the completion of their formal evaluation of prior learning and transcripts. The SCC also applies to guests of students, whose hosts may be held accountable for the misconduct of their guests. Visitors to, and guests of, NU may seek resolution of violations of the SCC committed against them by members of the NU student body.

NU retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated; for any misconduct that occurred prior to the leave, withdrawal, or graduation. The University will retain jurisdiction even when misconduct is reported after the student has left, withdrawn, or graduated from the University. There is no time limit on reporting violations of the SCC; however, the longer someone waits to report an offense, the harder it becomes for NU officials to obtain information and witness statements, and to make determinations regarding alleged violations.

University-assigned student email addresses are the primary means of communication at NU as well as the OCS. In addition, students may be required to meet via phone, or through videoconferencing, as needed. Students are responsible for keeping their contact information up to date and are responsible for all communications received to their means of contact as they are documented in official University records. Failure to check and/or respond to email or voicemail is NOT an acceptable excuse for failing to respond to an official communication.

H. Violation of the Law

Alleged violations of federal, state and local laws may be investigated and addressed under the SCC. When an offense occurs within the jurisdiction of NU, SCRP will continue notwithstanding any criminal complaint that may arise from the same incident.

NU reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions are imposed until an EC can be held. The EC may resolve the allegation or may help to determine if the interim suspension should be continued. The interim suspension may be continued if a danger to the community is posed, and NU may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process. In such cases.

NU will only delay its process until such time as it can conduct an internal investigation or obtain sufficient information independently or receive a report from law enforcement to proceed. This delay will be no longer than two (2) weeks from notice of the incident unless a longer delay is requested and substantiated in writing by the Complainant or Respondent, or to allow the criminal investigation to proceed before the NU process.

Students accused of crimes may request to take a Leave of Absence (LOA) from NU until the criminal charges are resolved. In such situations, the NU procedure for voluntary leaves of absence is subject to the following conditions:

- the Respondent must comply with all investigative efforts that will not prejudice their defense in the criminal trial;
- the Respondent must comply with all interim actions and/or restrictions imposed during the leave of absence;
- the Respondent must agree that, in order to be reinstated to active student status, they must first be subject to, and fully cooperate with, the campus SCRP and must comply with all sanctions that are imposed; and;
- this LOA will not prevent enrollment status from being reported as scheduled.

Students receiving Financial Aid should contact the Financial Aid Department to help determine the impact of voluntary LOA.

I. Rules and Expectations

1. Core Values and Behavioral Expectations

NU considers the behavior described in the following sub-sections as inappropriate for the NU community and in opposition to the core values set forth in this document. These expectations and rules apply to all students. NU encourages community members to report all incidents covered under this policy. Any student found to have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined herein.

2. Standards of Conduct for Online Students

An online learning environment requires a specific set of behaviors and expectations to ensure a productive and respectful experience for all participants. Freedom of speech and expression is valued in academic settings. Equally valued is the respect given to NU computer systems and information technology. To that end, students will adhere to the following online standards of conduct:

- Access NU courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University's computer systems, including but limited to muting your microphone when not speaking to minimize background noise.
- Only share your screen when instructed to do so.
- Be punctual for live online classroom sessions.
- Do not record sessions without permission. Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner.
- Use clear and concise language. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse, unless this is part of the syllabus, research, and/or assignment.
- Maintain an environment free of harassment, stalking, threats, abuse, name-calling, intimidation, cyber-bullying, use of offensive language, insults or humiliation to the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature, and the unwanted sexual advances or intimidations by email, or on discussion boards and postings in course shells. Please see National University's **Equal Opportunity, Harassment and Nondiscrimination Policy** for more information on discrimination, harassment or related retaliation based on protected category.

- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in this SCC and all policies as described in the Catalog.
- Do not share your peers' personally identifiable information outside of the course.

3. Abuse of Student Conduct Resolution Process (SCRP)

Abuse or interference with, or failure to comply in, University processes including conduct and academic integrity conferences, including, but not limited to:

- Falsification, distortion, or misrepresentation of information.
- Failure to provide, destroying or concealing information during an investigation of an alleged policy violation.
- Attempting to discourage an individual's proper participation in, or use of, the campus conduct system.
- Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding.
- Failure to comply with the sanction(s) imposed by the campus conduct system.
- Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system.

4. Integrity

NU students exemplify honesty, honor, and respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to:

1. Academic Dishonesty

Academic Dishonesty violations will be addressed by the instructor utilizing the guidance in the Faculty Handbook on Academic Integrity and Ethics. The instructor will subsequently report any violation that occurs at the University to the OCS at the following link: **www.nu.edu/reportit**. The OCS is responsible for adjudication and tracking all academic integrity violations that occur at the University.

In the case of academic integrity violations, the student may be subject to classroom, program and institutional sanctions. Classroom or program-specific sanctions will be issued at the discretion of the instructor of record or program leadership (e.g., penalized grade or program dismissal), whereas the OCS will assess the appropriateness of and enact educational and/or disciplinary sanctions at the institutional level. An incident or string of incidents will generally be considered a single violation up until the point a student receives a written notice from OCS. General guidance on substantial issues of interpretation of the sanctions may be provided by the Academic Program Director (APD) or the OCS.

1. **Scope of Academic Dishonesty Policy**

This policy applies to all course assignments submitted by a student to an instructor, including but not limited to the following:

- Discussion postings
- Exams
- Signature assignments
- Course papers
- Comprehensive portfolio/prospectus

- Written assignments using outside source information
- Dissertation documents (dissertation chapters, concept papers, proposals and final reports)

2. **Examples of Academic Dishonesty and Plagiarism**

Below are examples of academic integrity infractions. This list is NOT all inclusive, and students are considered responsible for maintaining integrity in their academic pursuits at all times.

- Referencing content from websites without citation or paraphrase (websites may be referenced for academic work but must be cited by the date referenced).
- Intentional close paraphrasing of the published or unpublished work of another author(s) without proper in-text attribution.
- Submitting as your own original work any paper, article, report, presentation, or book chapter written by another author(s) without clearly stating the author's publication.
- Submitting as your own original work any assignment that includes content purchased from a commercial service or another person.
- Submitting a paper or other assignment previously written for another course (at NU or other institution) without explicit permission from the faculty of the current course.
- Submitting a paper or other assignment that contains any published materials that have been duplicated word-for-word without citation or proper attribution.
- Writing a paper (or any assignment) on behalf of another student.
- Providing and/or citing references that were not actually used in your work gives the impression that authentic research was conducted.
- Speaking in public (in the form of a speech, lecture or presentation) where any content in that presentation is misrepresented as your own original work or intellectual property.
- Unauthorized collaboration with others on homework assignments.
- Attempting to obtain access to test questions or advance copies of an exam in advance of the exam.
- Publishing or otherwise making available evaluation materials, essay prompts, or other protected documentation from University coursework or services.

3. **Re-using or Re-purposing Prior Work**

All student work must be original and written specifically for the course in which it was assigned. Presenting ones previously used work as an original work in subsequent assignments is plagiarism and is inconsistent with honesty and truthfulness in scholarship.

Submitting the same coursework to multiple courses also violates Academic Integrity unless the resubmitted work is substantially changed and cited as previous work. NU 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 the 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.

4. **Exceptions**

Previously attempted course - A student may submit prior work for the same course when re-taking a course that was previously attempted. Students must notify their faculty that they previously attempted the course and are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and achieving the best chance for a passing grade on the re-take is always prudent.

Research methods courses and dissertation research - Doctoral research is an ongoing process and these courses represent a continuing sequence where it is expected that students refine their prior work. Therefore, the submission of prior work is acceptable. Students must notify their professors that they are continuing their research from a prior course. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and take advantage of prior faculty feedback is always prudent.

Comprehensive portfolios/prospectus - The comprehensive portfolio and prospectus are the students' opportunity to showcase and prove knowledge already attained. Therefore, the submission of prior work is acceptable. With this exception notwithstanding, students must revise the prior work before submission as part of the portfolio to best reflect the student's current scholarly abilities and submit both the original and the revised versions.

When instructed to do so by the faculty or in assignment of instructions - resubmission of prior work or revised work is permitted.

2. Generative Artificial Intelligence (AI)

Generative AI is an artificial intelligence technology that synthesizes new versions of text, audio, or visual imagery from large bodies of data in response to user prompts. GenAI models can be used in stand-alone applications, such as ChatGPT or Bard, or incorporated into other applications such as internet search engines or word processing applications.

The NU Community must adhere to NU's policies and procedures relating to AI. OCS collaborates with individual faculty, programs, and schools/colleges when addressing student-related concerns of improper use of AI. Instances of improper use of AI may be considered academic integrity violations as per this policy.

For more information on AI and Academic Integrity, please visit the **NU's Academic Success Center: Using Generative IA (Chat GPT and others).**

3. Collusion

Action or inaction with another or others to violate the SCC which includes but is not limited to:

1. Students are subject to disciplinary action for knowingly acting in concert with others to violate University policies and/or regulations.
2. Students are subject to disciplinary action for being aware of the existence of a violation of NU policies and/or regulations and failing to take reasonable action to report the violations in a timely manner.
3. Students are always responsible for the actions of their guests that are on campus visiting a member of the campus community.

4. Election Tampering

Tampering with the election of any NU-recognized student organization (minor election code violations are addressed by the Student Engagement supporting Student Clubs and Organizations).

5. Stolen Property

Knowingly taking or maintaining possession of stolen property.

6. Taking of Property

Intentional and unauthorized taking of NU property or the personal property of another, including goods, services and other valuables; attempting to take, sell or keep in one's possession, including but not exclusively, items of NU property or items belonging to students, faculty, staff, student groups, visitors or to others within the larger community whether on or off campus.

7. Trust

Violations of positions of trust within the community and/or deliberately misleading NU officials or agents who are attempting to gain information for University business.

8. Unauthorized Access

Unauthorized access to any University building (i.e., keys, cards, etc.) or unauthorized possession, duplication or use of means of access to any University building or failing to timely report a lost University identification card or key.

5. Community

NU students build and enhance their community values. Behavior that violates this value includes, but is not limited to:

1. Animals

Animals and pets, with the exception of service animals for persons with disabilities, are not permitted in any University facility. Students who have questions on whether their animal will be allowed on campus due to a disability, please contact the Office of Student Accessibility Services (SAS) at **sas@nu.edu** for requirements and responsibilities Please visit **www.nu.edu/sas** for more information.

2. Damage and Destruction

Intentional, reckless and/or unauthorized damage to or destruction of university property or the personal property of another.

3. Disruptive Behavior

Disruption of University operations, both physical and electronic operations, including non-adherence to and/or disregard for location-specific rules and behavioral expectations such as, but not limited to, the library, computer, science and/or simulation labs are not acceptable.

Disruptive behaviors are separated into two different categories: Minimum and Significant. Both minimum and significant behaviors are to be reported to OCS at www.nu.edu/reportit/. For minimum disruptive behavior, please indicate in the report that it is minimum behavior.

1. **Minimum**

Minor disruption of NU operations which occur on/off campus or online will be addressed by the Professor, Academic Program Director (ADP), Director or Manager of the University department where the behavior occurred and documented for the department file.

Examples include, but are not limited to:

1. Repeated and disruptive tardiness to class or appointments
2. Eating and/or drinking during class (if not permitted)
3. Electronic devices going off during class
4. Emails, phone calls, text messages, and/or any other form of communication: Students are expected to communicate responsibly and respectfully using university communication systems:
    1. Two (2) or more communications without allowing 24-48 hour response time.
    2. Inclusion of individuals not directly involved in the matter:
        1. When addressing issues related to academic, administrative, or personal concerns within the university, students must avoid including individuals who are not directly involved in or responsible for the matter being addressed.
5. Performing a distracting repetitive act such as tapping feet or fingers, popping gum, or loud talking during class
6. Online classroom etiquette disruptive behavior such as talking over the professor while conducting class
7. Disrespectful engagement online or in-person

Note: An incident report should be submitted to OCS for documentation purposes at **www.nu.edu/reportit/**. Include the minimum disruptive behavior in the report, OCS will keep record in the event of reoccurrence and will be addressed accordingly.

Depending on the severity of incident, the offense(s) may be considered Significant under the SCRP.

2. **Significant**

Substantial disruption of NU operations including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities which occur on/off campus or online must be reported immediately to **www.nu.edu/reportit/** and will be addressed by the OCS. Persistent Minimum-level behaviors can become Significant level concerns. When reporting persistent minimum level behaviors, that have risen to the significant level, please provide the OCS with adequate documentation regarding prior occurrences, including all attempts at addressing the behavior at the department level.

Examples include, but are not limited to:

- Persistent Minimum level behaviors
- Invading one's personal space or blocking an entry or exit way
- Moving around the classroom in a threatening manner and/or without authorization (e.g., during a lecture)
- Aggressive confrontation of another person online or in-person
- Explicit or implicit threats online or in-person

4. Disorderly Assembly

Causing, inciting or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property, which includes, but is not limited to, the following:

- Assembling on campus for the purpose of disrupting classes, seminars, meetings, research projects, or activities of the University

- Assembling on campus for the purpose of creating or attempting to create a riot, destroying property or creating a disorderly diversion that interferes with the normal operation of the University (i.e., water balloon or water gun fights, egging incidents, etc.)
- Obstructing the freedom of movement of other persons to and from facilities or materially interfering with the normal operation of the University.
- Engaging in abuse of or unauthorized use of sound amplification equipment indoors or outdoors during class hours. (Any use of sound amplification equipment must be cleared in advance though the Center Director of the specific campus where the event will take place.

5. Fire Safety

Violation of local, state, federal or campus fire policies including, but not limited to:

- Intentionally or recklessly causing a fire which damages University or personal property or which causes injury
- Failure to evacuate a NU-controlled building during a fire alarm
- Improper use of NU's fire safety equipment
- Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on NU property. There is the possibility that such action may result in a local fine in addition to NU's sanctions.

6. Forgery/Fraud

Altering University documents or knowingly providing false information.

7. Gambling

Gambling as prohibited by the laws of the State of California; (Gambling may include video games, dice, raffles, lotteries, sports pools, online betting activities, any other game of skill or chance played for money.)

8. Ineligible Pledging or Association

Pledging or associating with a student organization without having met eligibility requirements established by NU.

9. IT and Acceptable Use

Violations in this category would include, but are not limited to:

- Unauthorized entry into a file to use, read or change the contents, or for any other purpose
- Unauthorized transfer of a file or information
- Unauthorized use of another individual's identification and password
- Use of computing facilities to view or send indecent, obscene, threatening or abusive messages
- Use of computer facilities that violate copyright laws including the unauthorized distribution of copyrighted material via file sharing
- Inappropriate use of social media (including but not limited to Facebook, Instagram, Tik Tok, Twitter, Snapchat, blogs, etc.)
- Use of computing facilities to interfere with the normal operation of the Office of Information Technology

10. Smoking or Tobacco

Smoking or tobacco sale or use in any area of NU's facilities, vehicles, and outside stairways. Students who smoke are required to smoke outside and at a minimum of 25 feet away from a building. Smoking materials must be properly disposed of in appropriately designated receptacles.

11. Unauthorized Entry

Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespassing, propping open or unauthorized use of alarmed doors for entry into or exit from a University building.

12. Weapons

Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons or objects deemed dangerous such as arrows, axes, machetes, nun chucks, throwing stars, or non-folding knives with a blade of longer than 4 inches, mace or pepper spray, chemical weapons, darts, box cutters, including the storage of any item that falls within the category of a weapon in a vehicle parked on University property.

13. Wheeled Devices

Skateboards, roller blades, roller skates, bicycles, and similar wheeled devices are not permitted inside NU buildings. Additionally, skateboards and other wheeled items may not be ridden on railings, curbs, benches, or any such fixtures that may be damaged by these activities, and individuals may be liable for damage to NU property caused by these activities.

6. Social Justice

NU students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing university community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others.

1. Bullying and Cyberbullying

Bullying and cyberbullying are defined as repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally and are not protected by freedom of expression.

2. Bystanding

Students are expected to "reasonably" respond to assist other students in need.

- Complicity with or failure of any student to appropriately address known or obvious violations of the SCC or law
- Complicity with or failure of any organized group to appropriately address known or obvious violations of the SCC or law by its members

3. Discrimination, Harassment, Retaliation, and other Protected Category Violations

Any instances of discrimination, or harassment based on a protected category, including but not limited to: Age, Disability, National Origin, Race, Religion, Sexual Orientation, Pregnancy, Veteran Status, Dating/Domestic Violence, Sexual Assault, Sexual harassment or contact, Sex/Gender Based Discrimination and Stalking, refer to **Equal Opportunity, Harassment and Nondiscrimination Policy** for more information.

If OCS receives a report or concerns related to Discrimination, Harassment, Related Retaliation based on a Protected Category, the OCS will refer to OIE to determine next steps. In the event the allegations to do not meet the criteria under NU's **Equal Opportunity, Harassment and Nondiscrimination Policy**, the Director of Institutional Equity, Title IX Coordinator may dismiss from the Equity Resolution Process (ERP) and refer back to OCS for resolution.

4. Hazing

Hazing is defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent, failing to discourage or failing to report those acts may also violate this policy.

If the reported hazing is based on a protected category, see NU's **Equal Opportunity, Harassment and Nondiscrimination Policy** for more information.

5. Respect

NU students show positive regard for each other and for the community. Behavior that violates this value includes, but is not limited to:

1. **Harm to Persons**

Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

2. **Threatening Behaviors**

Students should not be engaged in any behavior that seeks to threaten or intimidate others, thereby disrupting the ability to maintain a positive environment conducive to learning.

- **Threat** – Written or verbal conduct that causes a reasonable expectation of injury to the physical health, mental health, or safety of any person or damage to any property.
- **Intimidation** – Implied threats or acts that cause a reasonable fear of emotional, mental or physical harm in another.

6. Public Exposure

Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts.

Depending on the details of the incident, this may be resolved by either OCS or OIE. Please see NU's **Equal Opportunity, Harassment and Nondiscrimination Policy** for more information.

7. Responsibility

NU students are given and accept a high level of responsibility to self, to others and to the community. Behavior that violates this value includes, but is not limited to:

1. **Alcohol** – Use, possession, sale or distribution of alcoholic beverages or paraphernalia while on University property.
2. **Arrest** – Failure of any student to accurately report an off-campus arrest by any law enforcement agency for any crime (including non-custodial or field arrests) to the OCS within seventy-two (72) hours of release.
3. **Failure to Comply** – Failure to comply with the reasonable directives of University officials, such as participation in the ERP or SCRP process, or law enforcement officers during the performance of their duties and/ or failure to identify oneself to these persons when requested to do so.
4. **Financial Responsibilities** – Failure to promptly meet financial responsibilities to the institution, including, but not limited to; knowingly passing a worthless check or money order in payment to the institution or to an official of the institution acting in an official capacity.
5. **Health and Safety** – Creation of health and/or safety hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.).
6. **Illegal Drugs** – Use, possession or distribution of illegal drugs or other controlled substances or drug paraphernalia while on University property.
7. **Prescription Medications** – Abuse, misuse, sale or distribution of prescription or over-the-counter medications while on University property.
8. **Other University Policies** – Students are subject to other published University policies, regulations or rules, such as specific policies in the academic handbook of the program in which they are enrolled. Students registered in courses that involve clinical rotations, student teaching or internships are also subject to the specific policies of those allied third-party sites.
9. **Violations of Law** – Evidence of violation of local, state or federal laws, when found through the University's SCRP.

J. Overview of the Student Conduct Resolution Process (SCRP)

This overview gives a general idea of how the University's campus conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. The campus SCRP and all applicable timelines commence with notice to an administrator of a potential violation of University rules.

1. Notice to OCS of Alleged Violation

Any member of the University community, visitor or guest may allege a policy violation(s) by a student for Academic or Behavioral Misconduct under this policy by filling out the appropriate referral form to OCS. The link to report Academic or Behavioral Misconduct can be found at **www.nu.edu/reportit**.

All allegations can be submitted by a Complainant, Reporter or a third party and should be submitted as soon as possible after the incident occurs. The University has the right to pursue an allegation or notice of misconduct on its own behalf and to serve as convener of the subsequent campus conduct process.

2. Initial Inquiry, Warning Letters, and Notice of Investigation (NOI)

OCS conducts a prompt initial inquiry into the nature of the incident or notice, the evidence available, and the parties involved. OCS has the following three (3) resolutions:

1. **Civility Notice (Behavioral – Low Level)** – Minimum disruptive behavior is reported to OCS and a written warning (Civility Notice) is issued to student remedy concerns. If behavior continues, OCS initiates SCRP.
2. **Academic Integrity Notice (Academic – Low Level)** – Academic dishonesty is reported to OCS and an written warning (Academic Integrity Notice) is issued to student to remedy concerns. If behavior continues, OCS initiates SCRP.
3. **Investigation Process (Academic/Behavioral – High Level)** – Academic and/or behavioral misconduct is reported to OCS. SCRP begins and a Notice of Investigation (NOI) is issued to student.

Both Civility Notice (Behavioral – Low Level) and Academic Integrity Notice (Academic – Low Level) are considered low level, there are instances where the behavior persists and the OCS will take additional measures up to suspension and up to separation from the NU.

3. Educational Conference (EC)

EC is a meeting held between the assigned investigator and the Respondent via video conference to discuss alleged allegations brought forth to OCS from Complainant. The EC is designed to provide the Respondent with a venue to be presented with the details of the allegation(s), the evidence gathered thus far during the investigation and an opportunity to provide their statement of the events.

Assigned Investigator will provide the Respondent with a calendar invitation that includes a video conference link. If the party has issues logging through the link provided, contact OCS at **ocs@nu.edu** immediately for further assistance.

When an EC is held, the possible outcomes include:

- A decision not to pursue the allegation based on a lack of or insufficient evidence. The matter should be closed, and records will indicate the lack of or insufficient evidence.
- A decision on the allegation, also known as a resolution to an allegation. If necessary, additional investigation and/or ECs may be held prior to closing the investigation and recommending sanction(s).
- If a decision on the allegation is made and the finding is that the responding student is not responsible for violating the SCC, the process will end. If the Investigator conducting the EC determines that it is more likely than not that the responding student is in violation, the Investigator will close the investigation and recommend final sanction(s) to the Associate Director, Community Standards, who serves as the decision maker.

4. Sanction(s)

If the student is found in violation(s), sanction(s) will be recommended by the Investigator to the Associate Director, Community Standards (based on precedent, prior violations of a similar nature that may indicate pattern, etc.), who will review and finalize the sanctions, subject to the University appeals process by any party to the complaint.

One or more of following sanctions may be imposed upon any student found responsible for any single violation of the SCC:

1. **Warning** - An official written notice that the student has violated University policies and/or rules and that more severe conduct action will result should the student be involved in any other violations while the student is enrolled at the University.
2. **Restitution** - Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a reserved space to proper condition – labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.
3. **Loss of Privileges** - The student will be denied specified privileges for a designated period of time.
4. **Confiscation of Prohibited Property** - Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the OCS and/or Security.
5. **Behavioral Requirement** - This includes required activities including, but not limited to, seeking academic counseling or substance abuse counseling, writing a letter of apology, etc.
6. **Educational Program** - Requirement to attend, present and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible. Audience may be restricted.
7. **University Probation** - The student is placed on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed.
8. **Eligibility Restriction** - The student is deemed "not in met standing" with the University for a specified period of time. Specific limitations or exceptions may be granted by the OCS and terms of this conduct sanction may include, but are not limited to, the following:
    1. Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University; or
    2. Ineligibility to represent the University to anyone outside the University community in any way including: participating in a study tour or study abroad program, attending conferences, or representing the University at an official function, event or competition as a competitor, manager or student coach, etc.
9. **Records, Enrollment, and/or Graduation Hold** - A hold may be placed on the student's ability to re-enroll and/ or graduate, and all sanctions must be satisfied prior to release of records, re-enrollment, or graduation/degree conferral.
10. **University Suspension** - Separation from the University for a specified minimum period, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted in the Outcome Letter at the time of suspension. During the suspension period, the student is banned from all university property, functions, events, activities, online classes and/or NU Commons Facebook activity without prior written approval from the OCS (or designee). This sanction may be enforced with a trespass action as necessary.
11. **University Expulsion** - Permanent separation from the University. The student is banned from all University property and the student's presence at any University-sponsored activity or event (including alumni events) is prohibited. This action may be enforced with a trespass action as necessary.
12. **Revocation of Degree** - In the event of serious misconduct committed while still enrolled but reported after the responding student has graduated, NU may invoke student conduct procedures and should the former student be found responsible, the University may revoke that student's degree.
13. **Other Sanctions** - Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the OCS or designee. The following sanctions may be imposed upon groups or organizations found to have violated the SCC:

- One or more of the sanctions listed above; and/or
- Deactivation, de-recognition, loss of all privileges (including status as a University-registered group/ organization), for a specified period.

5. Outcome Notification

The outcome of a SCRP proceeding is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence", forcible or non-forcible sex offense, NU will inform the Complainant in writing of the final results of a conduct proceeding and/or an appeal regardless of whether the University concludes that a violation was committed. Such release of information may only include the responding student's name, the violation committed, and the sanctions assigned (if applicable).

In cases where NU determines through the SCRP that a student violated a policy that would constitute a "crime of violence", forcible or non-forcible sex offense, the University may also release the above information publicly and/or to any third party.

FERPA defines "crimes of violence" to include:

- Arson
- Assault offenses (includes stalking)
- Burglary
- Criminal Homicide—manslaughter by negligence
- Criminal Homicide—murder and non-negligent manslaughter
- Destruction/damage/vandalism of property
- Kidnapping/abduction
- Robbery
- Forcible sex offenses
- Non-forcible sex offenses

6. Failure to Complete Student Conduct Sanction(s)

All students, as members of the University community, are expected to comply with student conduct sanctions within the timeframe specified by the OCS (or designee). Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions from the University.

K. Support Person Information and Responsibilities

1. Right to a Support Person

The parties may each have a Support Person of their choice present with them for all meetings and interviews within the SCRP, if they choose.

2. Who can serve as a Support Person

A Support Person is an individual that a party selects to provide emotional and social support throughout the SCRP. A Support Person must serve in a voluntary compacity and cannot be retained or paid to participate in the process.

Choosing a Support Person who is also a witness in the process creates potential for bias and conflict of interest. A party who chooses a Support Person who is also a witness can anticipate that issues of potential bias will be explored by the assigned Investigator and/or assisting staff within the OCS.

3. Support Person Role in Meetings and Interviews

The parties may be accompanied by their Support Person in all meetings and interviews at which the party is entitled to be present, including interviews. The Support Person should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the SCRP. Although the Support Person generally may not speak on behalf of their advisee, the Support Person may consult with their advisee, either privately as needed, or by conferring or passing notes during any SCRP meetings or interview. For longer or more involved discussions, the parties and their Support Person should ask for breaks to allow for private consultation.

4. Pre-Interview Meetings are Available

The Support Person and their advisee may request to meet with the Investigator(s) conducting the investigation in advance of the EC. This pre-meeting allows the Support Person to clarify and understand their role and NU's policies and procedures.

5. Support Person Responsibilities of University Policy

All Support Persons are subject to the same NU policies and procedures. The Support Person is expected to refrain from disrupting proceedings. The Support Person should not address University officials or Investigators in a meeting or interview unless requested by Investigator(s). The Support Person may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s).

Any Support Person who oversteps their role as defined by this policy, or who refuses to comply with the University's established rules, will be warned. If the Support Person continues to disrupt or otherwise fails to respect the limits of the Support Person role, the meeting/interview may be ended, or other appropriate measures implemented, including the University requiring the party to use a different Support Person. Subsequently, OCS will determine how to address the Support Persons' non-compliance and future role.

6. Sharing Information with the Support Person

Parties have the right to share (pass on) any information or documentation with their Support Person at any time during the process. Sharing information or documentation is done through the party only, not by OCS. All OCS communications will be addressed directly with the party and not to the Support Person.

If the party decides to include their Support Person during the EC, the party must consent via email prior to the EC or in the beginning of the EC in order to share information during the EC.

7. Support Person's Availability and Scheduling Meetings

The University generally expects the Support Person to adjust their schedule to allow them to attend University meeting(s) when planned, but the University may change scheduled meetings/interviews to accommodate the Support Person's inability to attend, if doing so does not cause an unreasonable delay.

The University may also make reasonable provisions to allow a Support Person who cannot be present to attend a meeting/interview by telephone, video conferencing, or other similar technologies as may be convenient and available.

8. Changing a Support Person

A party may elect to change the Support Person during the SCRP and is not obligated to use the same Support Person throughout. The parties are expected to inform the Investigator(s) of the identity of Support Person at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to OCS if they change the Support Person. See section, Sharing Information with the Support Person above as party will have the same responsibilities.

L. Appeal Review Process

Any party may request an appeal of the decision of the OCS by filing a Petition for Appeal, available at: **https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=1**. All appeals of conduct decisions must be submitted within five (5) business days of the original Outcome Notice, barring exigent circumstances. Any exceptions are made at the discretion of the OCS.

If a party is granted an appeal, the party is granted only one appeal, based on the outline "Grounds for Appeal Requests" provided below. All sanctions imposed by the original decision-maker(s) remain in effect, and all parties will be informed (usually within five (5) business days) of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

1. Grounds for Appeal Requests

Appeals requests are limited to the following grounds:

- A procedural error occurred that significantly impacted the outcome of the investigation (e.g., substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed are substantially outside the precedent set by NU for the same type of offense and/or the cumulative conduct record of the responding student.

2. Appeal Process

The presumptive stance of the University is that all decisions made and sanctions imposed by the original

decision-maker are to be implemented during the appellate process. At the discretion of the OCS, implementation of sanctions may be stayed pending review only in extremely exigent circumstances. This does not include proximity to graduation, end of term, or exams. Instead, it refers to the likelihood that the appeal would result in a reversal of the finding and/or substantial modification of the sanctions.

Failure to provide information during or participate in an investigation or an EC, even resulting from concern over pending criminal or civil proceedings, does not make evidence "unavailable" at the time of the EC.

The Appeal Officer will consult with the Associate Director, Community Standards, who made the original decision. The OCS will share the appeal by one party with the other party(ies) when appropriate under procedure or law (e.g., if the responding student appeals, the appeal is shared with the Complainant, who may wish to file a response, or request an appeal on the same grounds or different grounds).

In the case of timely and relevant appeals, the Associate Director, Community Standards will send a response to the appeal requestor(s), explaining whether the request(s) will be granted or denied, and the rationale. On reconsideration, the party assigned to hear the appeal may affirm or change the findings and/or sanctions of the original investigation in accordance with the granted appeal grounds. Procedural errors should be corrected, new evidence should be considered, and sanctions should be proportionate to the severity of the violation and the student's cumulative conduct record.

All appeal decisions are to be made within fifteen (15) business days of submission and are final.

M. Parental Notification

The University reserves the right to notify the parents/guardians of dependent students regarding any student conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by FERPA or with the consent of the student.

N. Disciplinary Records

All conduct records are maintained by the University indefinitely from the time of their creation and in line with University records policy and procedures established by the University.

O. Definitions

Definitions for the purpose of this policy.

- **Academic Integrity** – a principle that emphasizes acting with honesty, trust, fairness, respect, and responsibility in all aspects of academic life.
- **Academic Misconduct** – any action that violates the principles of honesty, integrity, and fairness in an academic setting.
- **Appeal Officer** – a person who accepts or rejects a submitted appeal request, determines whether an error occurred that substantially affected the investigation or original determination, and directs corrective action, if necessary.
- **Behavioral Misconduct** – actions that violate established rules, policies, or standards of conduct.

- **Complaint** – an objection from the Complainant to something that is unacceptable or otherwise not up to normal standards.
- **Complainant** – an individual (student, faculty, staff, third-party) who is alleged to be the victim of conduct that could constitute an alleged violation of the SCC.
- **Decision-maker** – an individual that reviews investigations and decides on outcome of investigation and decides on sanction(s).
- **Education Conference (EC)** – a meeting with the student to discuss allegations brought forth to OCS.
- **Evidence** – a collection of documents, videos, messages, media and other sources provided by parties and witness(es) as part of the SCRP.
- **Final Determination** – a conclusion made with the standard of proof that the alleged conduct did or did not violate policy.
- **Finding** – a conclusion by the standard of proof that the conduct did or did not occur as alleged (as in a "finding of fact").
- **Initial Assessment** – a decision point at the beginning of the process that includes a review of all preliminary available information, including jurisdiction.
- **Investigation Report** – a document produced by OCS that details the evidence gathered about an alleged violation(s) of the SCC. The investigation report includes: evidence, assesses relevance, synthesize areas of dispute/agreement, and recommends a finding(s).
- **Investigator** – the person authorized by the OCS to gather facts about an alleged violation of the SCC, including: evidence, assess relevance, synthesize areas of dispute/agreement, recommend a finding, and serve as the point of contact for the parties and witnesses, if any.
- **Jurisdiction** – authority of the University and the OCS to retain a matter based on NU policies and dependent on the evidence gathered. At any point, based on the details of the report or evidence gathered during the initial assessment or investigation, jurisdiction can be reevaluated for referral.
- **Non-affiliated** – third party – any person who is not a student or employee of the university. Examples: visitors, volunteers, contractors, etc.
- **Notice** – when OCS receives information from an employee, student, or third party about an alleged violation of the SCC.
- **Parties** – Complainant(s) and Respondent(s), collectively.
- **Referral** – when a matter/complaint is referred to an identified department as encapsulating the subject area or jurisdiction of another department and sent to that identified department.
- **Remedies** – post-final determination actions directed to the Complainant and/or the NU community as mechanisms to address safety, prevent recurrence, and restore access to the University's education program.
- **Reporter** – any individual (student, employee, or third party) who is made aware of an alleged violation of the SCC and who provides an initial oral or written account.
- **Respondent** – an individual (student, employee, third party) whose alleged conduct may be in violation of the SCC.
- **Sanction** – consequence imposed on a Respondent who is found to have violated the SCC.
- **Student** – an individual who has completed the application process, an offer of admission has been extended, a student identification number has been issued, who is registered or enrolled for credit or non-credit bearing coursework, and who maintains an ongoing educational relationship with NU.
- **Support Person** – a person chosen by a party to accompany the party to meetings and to provide the party emotional and social support throughout the SCRP.
- **Witness(es)** – an individual identified by a party, another witness, or the Investigator(s) deemed necessary to participate during the investigation process.

Student Freedom of Expression and Assembly Policy

Overview

National University (NU) is committed to fostering a learning environment where free inquiry and expression are encouraged and celebrated and for which all its members share responsibility. Dissent (defined as disagreement, a difference of opinion, or thinking differently from others) is an integral aspect of expression in higher education.

The NU community values free exchange of ideas and is devoted to the use of reason and thought in the resolution of differences. Whether in free debate or in the exchange of information, this community must rely on self-restraint and self-discipline if it is to retain its freedom to search and question. However, when self-restraint and self-discipline fail, NU will initiate such actions as necessary to prevent disruption of or substantial interference with NU community and to preserve the rights of its individual members.

NU will not discriminate based on the political, religious, ideological, or academic viewpoint expressed by any person, either in the enforcement or administration of this policy. Disciplinary action and any limitations to student communication or expression will be solely for the purpose of maintaining the rights of individual members of the community and commensurate with the level of disruption to those rights. This policy does not limit NU's ability to enforce provisions involving prohibited categories of expression.

NU property shall be used in accordance with federal, state, and local laws and shall not be used for the purpose of organizing or carrying out unlawful activity. All persons on NU property are required to abide by NU policies and procedures.

Reasonable Time, Place, and Manner

In exercising its responsibility to provide and maintain an atmosphere of free inquiry and expression, the University may establish reasonable time, place and manner restrictions for the purpose of avoiding disruption to or substantial interference with its regular and essential operations and activities. NU will not base decisions regarding time, place, and manner upon the content of the message, except as permitted in those narrow areas of expression devoid of federal or state constitutional protection.

The rights of students under the First Amendment to the Constitution will be protected, unless otherwise prohibited under law or University policy. Students generally have the right to participate in peaceful protests and demonstrations on campus; providing their speech or conduct does not become obscene, incite violence, or cause substantial disruption.

Any disruption initiated by a visitor or a student member of the NU community or occurring during any NU-sanctioned activity or function may be met by the action of NU that is necessary to restore the order and communication required for the rational solution of problems and free debate. In addition, any disruption by students may be subject to disciplinary action(s) under the Student Code of Conduct (Code).

Requests for Campus Assemblies

NU has both physical and virtual campuses, and therefore, "Campus" should be interpreted to apply to both. Students have the right to hold a demonstration (including, but not limited to, a rally, gathering, protest, parade, procession, or hosting of a guest speaker) on campus, subject to and consistent with the guidelines stated in

this section, and the approval of the Dean of Students. Any property damage related to the demonstration may result in the assessment of fees associated with cleaning or repair costs to either the organization or the individuals under the Code.

To plan for the safety of the NU community, students are required to notify the Dean of Students in advance when more than 10 people are reasonably expected to participate. If students do not provide advance notice or make reservations, their event may be moved or rescheduled to accommodate previously scheduled reservations or events, in accordance with the university's right to establish reasonable time, place, and manner guidelines for campus events.

For reservations, please contact the Campus Center Director or Associate Director: **https://www.nu.edu/location-landing/** and notify National University System Security at **secruity@nu.edu**.

Pregnancy and Parenting Policy

National University is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage. National University hereby establishes a policy and associated procedures for ensuring the protection and equal treatment of pregnant individuals, persons with pregnancy-related conditions, and new parents.

Under the Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students should be treated by National University the same way as someone who has a temporary disability and will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, and presentations), tutoring, independent study, online course completion options, and incomplete grades that can be completed at a later date, should all be employed, in addition to any other ergonomic and assistive supports typically provided by Student Accessibility Services. To the extent possible, National University will take reasonable steps to ensure that pregnant students who take a leave of absence return to the same position of academic progress that they were in when they took leave, including access to the same course catalog that was in place when the leave began. The Title IX Coordinator or designee has the authority to determine that such accommodations are necessary and appropriate, and to inform faculty members of the need to adjust academic parameters accordingly.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will regard all information associated with such requests as private and will not disclose this information to anyone, unless there is a legitimate need to know. Administrative responsibility for these accommodations lies with the Title IX Coordinator or designee, who will maintain all appropriate documentation related to accommodations.

In situations such as clinical rotations, performances, labs, and group work, the institution will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs,

medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

Students are encouraged to work with their faculty members and National University's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The Title IX Coordinator or designee, will assist with plan development and implementation as needed.

Scope of Policy

This policy applies to all aspects of National University's program, including, but not limited to, admissions, educational programs and activities, extracurricular activities, and student leave policies. Reporting Any member of the National University community may report a violation of this policy via the following link: **reportit@nu.edu** or they may file a report with any supervisor, manager, or any of the below listed Title IX Coordinators. All employees at National University are considered "Mandated Reporters" and are required to promptly forward such reports to the Office of Diversity, Equity and Inclusion via the above link to the online reporting form. The Title IX Coordinator and Equity Resolution Process (EGP) Officers are responsible for overseeing reports of discrimination involving pregnant and parenting students.

Title IX Coordinator
Heather Tyrrell
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: 858-640-8087
Email: **htyrrell@nu.edu**

EGP Officer
Michelle Vandenbergh Senior HRBP; Human Resources
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: 619-372-0712
Email: **mvandenbergh@nu.edu**

EGP Officer
Sara Kelly, Ed.D. Professor; School of Arts, Letters and Sciences
Telephone: 619-573-0384
Email: **skelly@nu.edu**

EGP Officer
J.B. Robinson, Ph.D. Dean of Students
Telephone: 858-226-1369
Email: **jrobinson2@nu.edu**

Complaints may also be filed with the U.S. Department of Education's Office for Civil Rights at:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1100

Customer Service Hotline: 1-800-421-3481
Facsimile: 202-453-6012 TDD#: 877- 521-2172
Email: **OCR@ed.gov**
Web: **https://www.ed.gov/ocr**

Complaints may be filed online, using the form available, at www.ed.gov/ocr/complaintintro.html.

Definitions

- **Caretaking**: caring for and providing for the needs of a child.
- **Medical Necessity**: a determination made by a health care provider (of the NU community member's choosing) that a certain course of action is in the patient's best health interests.
- **Parenting:** the raising of a child by the child's parents in the reasonably immediate post-partum period.
- **Pregnancy and Pregnancy-Related Conditions:** include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions.
- **Pregnancy Discrimination:** includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.
- **Pregnant/Birth-Parent:** refers to the NU community member who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.
- **Reasonable Accommodations:** (for the purposes of this policy) changes in the academic or typical operations that enables pregnant students of the NU community or those with pregnancy-related conditions to continue to pursue their studies and enjoy equal benefits of National University

Reasonable Accommodation of Students Affected by Pregnancy, childbirth, or Related Conditions

1. National University and its faculty, staff, and other employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
2. The benefits and services provided to students affected by pregnancy will be no less than those provided to students with temporary medical conditions.
3. National University students with pregnancy-related disabilities, like any student with a short-term or temporary disability, are entitled to reasonable accommodations so that they will not be disadvantaged in their courses of study, research and may seek assistance from the Office of Diversity, Equity and Inclusion.
4. No artificial deadlines or time limitations will be imposed on requests for accommodations, but National University is limited in its ability to impact or implement accommodations retroactively.

Reasonable accommodations may include, but are not limited to:

1. Providing accommodations requested by a pregnant student to protect the health and safety of the individual and/or the pregnancy (such as allowing the individual to maintain a safe distance from hazardous substances);
2. Making modifications to the physical environment (such as accessible seating);
3. Providing mobility support;
4. Extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy related absences;
5. Offer in remote learning options;

6. Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member, department, or division);
7. Granting leave per National University's Leave of Absence Policy or implementing incomplete grades for classes that will be resumed at a future date.

Breastfeeding individuals must be allowed reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. *Bathroom stalls do not satisfy this requirement.

Nothing in this policy requires modification to the essential elements of any academic program. Pregnant students cannot be channeled into an alternative program or school against their wishes.

Modified Academic Responsibilities Policy for Parenting Students

1. Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period up to two (2) quarters during the first six (6) months from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
2. During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration with the Title IX Coordinator or designee, the student's Academic and Finance Counselor, and the appropriate academic department(s).
3. Students seeking a period of modified academic responsibilities may consult with their Academic and Finance Counselor, who will in turn contact the Title IX Coordinator or they may contact the Office of Diversity, Equity and Inclusion directly. The Title IX Coordinator or designee, will coordinate accommodation-related efforts with the Academic and Finance Counselor unless the students specifically requests that their Academic and Finance Counselor be excluded. Students are provided with a letter that details out approved accommodations and students are encouraged to work with their Academic and Finance Counselor and/or faculty members to reschedule course assignments, lab hours, examinations, or other requirements, and/or to reduce their overall course load, as appropriate, once authorization is received from the Title IX Coordinator or designee. If, for any reason, caretaking/parenting students are not able to work with their Academic and Finance Counselor/faculty members to obtain appropriate modifications, students should alert the Title IX Coordinator or designee, as soon as possible, who will help facilitate needed accommodations and modifications.
4. In timed degree, certification or credentialing programs, students who seek modifications upon the birth or placement of their child will be allowed an extension of up to twelve (12) months to prepare for and take preliminary and qualifying examinations, and an extension of up to twelve (12) months toward normative time to degree while in candidacy, to the extent those deadlines are controlled by National University. Longer extensions may be granted in extenuating circumstances.
5. Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence.
6. While receiving academic modifications, students will remain registered and retain educational benefits accordingly.

Leave of Absence – Academic

1. As long as students can maintain appropriate academic progress, faculty, staff, or other National University employees will not require them to take a leave of absence, or withdraw from or limit their studies as the

result of pregnancy, childbirth, or related conditions, but nothing in this policy requires modification of the essential elements of any academic program.

2. Pursuant to Title IX, the University treats pregnancy and related conditions as justification for a leave of absence for as long a period of time as is deemed medically necessary by a student's physician. Enrolled students may elect to take a leave of absence because of pregnancy and/or the birth, adoption, or placement of a child. The leave term may be extended in the case of extenuating circumstances or medical necessity.
3. Students taking a leave of absence under this policy will provide notice of the intent to take leave 30 calendar days prior to the initiation of leave, or as soon as practicable. In unforeseen circumstances, in which the situation prevents the student from doing so, the student may request a retroactive leave of absence under this policy.
4. Intermittent leave may be taken with the advance approval of the Title IX Coordinator or designee, and students' academic department(s), when medically necessary.
5. Students who elect to take leave under this policy may register under an [inactive/"on leave" etc. status] to continue their eligibility for certain benefits.
6. To the extent possible, National University will take reasonable steps to ensure that upon return from leave, students will be reinstated to their program of study, in the same status as when the leave began.

Leave of Absence – Students Receiving Financial Aid or Scholarships

1. To avoid a disruption of financial aid funding, please review the Leave of Absence Policy in the Catalog.
    - A student will need to apply for a leave of absence through the Office of the Registrar to avoid cancelation of future financial aid disbursements and/or a return of Title IV funds due to a break of over 28 days.
    - Students utilizing federal financial aid may be subject to a Return to Title IV calculation (R2T4) once the student exceeds 180 days on an Approved Leave of Absence in a rolling calendar year.
    - If a student is no longer meeting Satisfactory Academic Progress (SAP) due to a break or breaks in attendance, they will be required to submit an appeal and provide supporting documentation to reinstate their eligibility.
2. Continuation of students' scholarship, fellowship, or similar external sponsored funding during the leave term will depend on the students' registration status and the policies of the specific funding program regarding registration status.
3. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar National University-supported funding by exercising their rights under this policy.
4. The Title IX Coordinator or designee can and will advocate for students with respect to financial aid agencies and external scholarship providers in the event that a leave of absence places eligibility into question.

Employee – Leave of Absence

1. If an employee is requesting a Leave of Absence, they must contact National University's Benefits Department at **benefits@nu.edu** or 858-642-8199.

Student – Employee Leave of Absence

1. If a student, who is also an employee is requesting a Leave of Absence, they must first contact National University's Benefits Department at **benefits@nu.edu** or 858-642-8199, who will in turn collaborate with the Title IX Coordinator regarding approved accommodations.

Retaliation and Harassment

1. Harassment of any member of National University community based on sex, gender identity, gender expression, pregnancy, or parental status is prohibited.
2. Faculty, staff, and other National University employees are prohibited from interfering with any member of the National University community's right to take leave, seek reasonable accommodation, or otherwise exercise their rights under this policy.
3. Faculty, staff, and other National University employees are prohibited from retaliating against any member of National University for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because a member of National University requests leave or accommodation, file a complaint, or otherwise exercise their rights under this policy (Please see National University's **Equal Opportunity, Harassment and Nondiscrimination Policy** for more details).

Dissemination of the Policy and Training

A copy of this policy will be published in the Catalog and posted on the National University, Title IX website. All new members of the National University community will be made aware of this policy and the location of this policy during the enrollment and/or new hire process. All students and employees will be provided with a copy annually. The Office of Diversity, Equity and Inclusion will make additional educational materials available to all members of the National University community to promote compliance with this policy and familiarity with its procedures.

Institutional Statement on Artificial Intelligence (AI) Use

The National University Catalog specifies that students are responsible for the integrity of the work they submit and must give credit for any information that is not either the result of original research or common knowledge. NU students are permitted to utilize available tools to learn and apply the material in their courses and prepare for exams, assignments, and papers unless otherwise directed in individual courses, programs, or schools. Tools include those associated with generative artificial intelligence (AI).

Students who submit AI-generated work as their own are committing plagiarism. Failure to submit original work, cite sources according to disciplinary standards (e.g., APA, MLA, Chicago, Bluebook), and confirm the validity of the content represents academic dishonesty and is subject to the Student Code of Conduct.

Avoiding Plagiarism

Students are responsible for the work they submit and must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author

who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, they must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook, and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business, and The CBE Style Manual for natural and applied sciences.

Additional information and resources regarding plagiarism, including videos and tutorials, are available here **https://resources.nu.edu/academicintegrity**.

Acceptable Use of Information Technology and Password Standards

Purpose:

National University provides access to class rooms, messaging systems, and other Library and academic resources. The University also provides computers along with 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.

Scope:

This policy applies to all students, alumni, team members, faculty members, leased workers, independent contractors, or service providers who abuse the privilege of National University facilitated access to student or faculty information systems, email, or the Internet. Violation of this policy may be denied access to said systems and, if appropriate, be subjected to disciplinary action, up to and including termination or dismissal from the University. Questions on what constitutes acceptable use should be directed to the user's team leader, instructor, Academic Finance Counselor, NU leadership, or NU Compliance and Policy Management.

Restrictions and Prohibitions on Use and Access:

- Communications and Internet access should be conducted in a responsible and professional manner reflecting the University's commitment to honest, ethical, and non-discriminatory practices. In furtherance of these goals and to ensure the security of institutional, faculty, and student information, the following restrictions and prohibitions apply:
- Never share your logon ID and/or password with any other person. No internal department or team member including IT and HR, should ask for a user's logon ID credentials (username / password).
- Do not reveal NU 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 NU 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 NU information, especially NU 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 NU Web sites for product advertisement, except those endorsed by the University, is prohibited.
- Any use of the NU Web sites for political lobbying is prohibited.
- All communications accessible via the NU Web sites, such as the Bulletin Board, Discussion Forums and any other communication tools, will reflect professionalism, respect for others and appropriate language.

Password Standards:

Students must have valid login and password credentials to access National University's student information systems. Passwords for student accounts must be a minimum length of ten (10) characters and meet three of the following conditions:

- English uppercase characters (A through Z)
- English lowercase characters (a through z)
- Base 10 digits (0 through 9)
- Non-alphanumeric characters: ~!@#$%^&*_-+=`|\(){}[]:;"'<>,.?/

Note: For greater security, passwords should not be based on personal information (e.g., names of family, birthdates, etc.). Passwords expire every 180 days, and the new password cannot be the same as any of the previous 24 passwords. Students with expired passwords will not be granted access to NU's systems until they have successfully reset their password. Instructions for updating account passwords are available through the login/password reset feature.

Fair Use of Copyrighted Material

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

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

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

Students should refer to the Acceptable Use of Information Technology and Password Standards policy for additional policies and procedures related to copyright infringement – including Peer-to-Peer (P2P) file sharing – institutional sanctions for student misconduct, and violations and penalties for copyright infringement under federal law.

Institutional Review Board (IRB)

Scope

Applies to all research involving human subjects conducted at or under the auspices of National University.

Purpose

To ensure the protection of human subjects in research through compliance with federal regulations and ethical standards.

Institutional Commitment

National University is committed to protecting the rights and welfare of human subjects in research. All research involving human participants follows the ethical principles of the Belmont Report and applicable federal regulations, including 45 CFR 46 (Common Rule) and, when applicable, FDA, HIPAA, and Department of Defense regulations.

Federalwide Assurance (FWA)

National University maintains an active FWA with the Office for Human Research Protections (OHRP), ensuring compliance with federal regulations.

Authority of the IRB

The IRB has the authority to:

- Review, approve, require modifications, or disapprove research involving human subjects.
- Assess the risk level of studies and ensure appropriate protections are in place.
- Suspend or terminate research not conducted in accordance with IRB requirements.
- Monitor ongoing research for compliance.
- Require reporting of unanticipated problems and noncompliance.
- Activities Subject to IRB Review.
- All research involving human subjects conducted by National University faculty, staff, or students requires IRB approval before initiation.

Researcher Responsibilities

Researchers must:

- Complete Collaborative Institutional Training Initiative (CITI) training before conducting human subjects research.
- Obtain IRB approval before data collection.
- Submit modifications for IRB review before implementing changes.
- Report adverse events or noncompliance to the IRB within 24 hours.
- Ensure compliance with local, state, and federal regulations.

IRB Administration Responsibilities

The IRB is responsible for:

- Ensuring compliance with federal regulations.
- Maintaining IRB membership and oversight procedures.
- Conducting reviews, monitoring research, and enforcing policies.
- Reporting serious noncompliance to institutional officials and federal agencies as required.

IRB Membership and Independence

IRB members are appointed by the Institutional Official and serve independently, free from undue influence. The IRB reports directly to the Institutional Official.

Appeals and Violations

Researchers may appeal IRB decisions by submitting a formal appeal to the Institutional Official. Suspected policy violations will be investigated, and corrective actions may include increased monitoring, suspension of research, or institutional sanctions.

For questions, contact **irb@nu.edu**.

Student Complaints and Grievances Policy

For all non-discriminatory student concerns with the University regarding an interaction with a staff or faculty member, policy/procedure preferences, or other concerns about their experience, the student may start the process with the Office of Student Affairs (OSA). Other resources to report a concern can be found on the Report an Incident or Concern page including any concerns around civil rights and discriminatory treatment, see the Office of Institutional Equity.

Note: Appeals of final grades must use the appeal process defined in "Grade Appeals" in the 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, Administrative Withdrawal, Program-Specific Dismissal and Re-Entry. Students should refer to the catalog for details on advancing these types of appeals.

California Bureau for Private Postsecondary Education (BPPE)

The BPPE exists to promote and protect the interests of students and consumers in California. Students may file a complaint with the California Bureau for Private Postsecondary Education. A complaint may be filed by writing (Complaint Form) or calling the Bureau's Enforcement Section at the following address and telephone number:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Telephone: 916-431-6959
FAX: 916-263-1897
Website: **www.bppe.ca.gov**

Student Complaint – State Contact Information

National University works with higher education authorities in U.S. states and jurisdictions to ensure compliance with state and federal requirements, including complaint processes. Institutions of higher education are required to provide prospective and current students with contact information for relevant external entities tasked with complaint oversight.

National University strives to give all our students the best experience possible, which is why the university offers a wide range of services to support students from enrollment through graduation. If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity.

Students can also reach out to the Ombudsman Office for assistance in addressing concerns. The Ombudsman's Office is an informal, impartial, independent, neutral and confidential place for community members to address concerns. This office strives for fairness of process and healthy conflict resolution; the Ombudsman can provide unbiased assistance and guidance in resolving any complaints or concerns.

Email: **ombuds@nu.edu**
Website: **https://www.nu.edu/our-university/the-university/office-of-the-ombudsman/**

However, if an issue cannot be resolved internally, students can file a complaint with their state of residence or the University's accrediting organization. Each of the relevant state higher education regulatory agencies and the University's accrediting organization are listed below with their contact information.

Students who wish to file a complaint based upon discriminatory treatment should review The Civil Rights/Title IX information located on the website and in the Catalog. Students who wish to file a complaint with the University's accrediting agency should contact WSCUC (information below).

Contact Information for State Higher Education Regulatory Agencies
Alabama Commission on Higher Education (ACHE) 100 North Union Street Montgomery, AL 36104 Phone: 334-242-1998 Website: **www.ache.edu** **Alabama Private School Licensure Division** P.O. Box 302130 Montgomery, AL 36130 Phone: 334-293-4500 Website: **www.accs.edu** Street Address 135 S. Union Street Montgomery, AL 36104-4310 **Alabama Student Grievance Information**: **https://www.accs.edu/about-accs/private-school-licensure/complaints/** **Alabama Student Grievance Form**: **https://psl.asc.edu/External/Complaints.aspx**
Alaska Commission on Postsecondary Education P.O. Box 110505 Juneau, AK 99811-0505 Phone: 800-441-2962 Website: **https://acpe.alaska.gov/**

Contact Information for State Higher Education Regulatory Agencies
Alaska Disclosure: Whereas National University does not have a physical presence in the state of Alaska, the institution is exempt from authorization under "AS 14.48" and this chapter because all programs are offered online, and distance delivered. **Alaska Student Grievance Information: https://acpe.alaska.gov/ConsumerProtection**
Arizona State Board for Private Postsecondary Education 1740 W. Adams Street, #3008 Phoenix, AZ 85007 Phone: 602-542-5709 Website: **www.azppse.gov** **Arizona Disclosure**: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. **Arizona Student Grievance Information: https://ppse.az.gov/resources/student-complaint** **Arizona Student Grievance Form**: **https://ppse.az.gov/sites/default/files/2022-09/Student%20Complaint%20Form%20%281%29.pdf**
Arkansas Higher Education Coordinating Board 423 Main Street, Suite 400 Little Rock, AR 72201 Phone: 501-371-2000 Website: **www.adhe.edu** **Arkansas Disclosure**: Arkansas Higher Education Coordinating Board Certification does not constitute endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional ad program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution. **Arkansas Student Grievance Information**: **https://adhe.edu/resources/students** **Arkansas Student Grievance Form**: **https://sbpce.wufoo.com/forms/form-8040-complaint-form/**
California Bureau for Private Postsecondary Education Mailing Address: P.O. Box 98018 West Sacramento, CA 95798-0818 Phone: 916-431-6959 Website: **www.bppe.ca.gov** Physical Address: 2535 Capital Oaks Drive, Suite 400 Sacramento, CA 95833 **California Student Grievance Information: https://www.bppe.ca.gov/enforcement/complaint.shtml**

Contact Information for State Higher Education Regulatory Agencies
California Student Grievance Form: https://www.bppe.ca.gov/forms_pubs/complaint.pdf
Colorado Department of Higher Education 1600 Broadway, Suite 2200 Denver, CO 80202 Phone: 303-862-3001 Website: **https://highered.colorado.gov** **Colorado Student Grievance Information: https://highered.colorado.gov/students/how-do-i/file-a-student-complaint** **Colorado Student Grievance Form**: **https://highered.colorado.gov/Academics/Complaints/FileComplaint.aspx**
Connecticut Office of Higher Education 450 Columbus Boulevard, Suite 707 Hartford, CT 06103 Phone: 860-947-1824 Email: **Emily.Bjornberg@ct.gov** **Connecticut Student Grievance Information: https://portal.ct.gov/DCP/Complaint-Center/Consumers—Complaint-Center** **Connecticut Student Grievance Form: https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkv**
Delaware Department of Education 401 Federal Street, Suite 2 Dover, DE 19901 Phone: 302-735-4000 Website: **https://education.delaware.gov/** **Delaware Student Grievance Form: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/158/PBTS%20Complaint%20Form.pdf**
District of Columbia Higher Education Licensure Commission (HELC) Office of the State Superintendent of Education 1050 First Street, NE, 5th Floor Washington, DC 20002 Phone: 202-727-6436 Website: **www.helc.osse.dc.gov** **District of Columbia Disclaimer**: National University has an account for student indemnification in the manner of surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560. **District of Columbia Student Grievance Information**: **https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints** **District of Columbia Student Grievance Form**: **https://helc.osse.dc.gov/HELCAdmin/HELCAdmin/media/0kmobb5o/helc-complaint-form-english.docx**

Contact Information for State Higher Education Regulatory Agencies
Florida Department of Education **Commission for Independent Education** 325 W. Gaines Street, Suite 1414 Tallahassee, FL 32399-0400 Phone: 850-245-3212 Website: **www.fldoe.org** **Florida Student Grievance Information**: **https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.stml** **Florida Student Grievance Form**: **https://web01.fldoe.org/IGComplaintSSO/ComplaintForm.aspx**
Georgia Nonpublic Postsecondary Education Commission 2082 E Exchange Place, Suite 220 Tucker, GA 30084-4113 Phone: 770-414-3300 Website: **https://gnpec.georgia.gov/** **Georgia Student Grievance Information**: **https://gnpec.georgia.gov/student-resources/complaints-against-institution** **Georgia Student Grievance Form**: **https://gnpec.georgia.gov/complaint-forms**
Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs P.O. Box 541 Honolulu, Hawaii 96809 Phone: 808-586-7327 Website: **www.cca.hawaii.gov/hpeap** **Hawaii Student Grievance Information**: **https://cca.hawaii.gov/hpeap/student-complaint-process/** **Hawaii Student Grievance Form**: **https://cca.hawaii.gov/hpeap/files/2013/08/Student-Complaint-Form.pdf**
Idaho State Board of Education 650 W. State Street, 3rd Floor Boise, ID 83720-0037 Phone: 208-334-2270 Website: **www.boardofed.idaho.gov** **Idaho Student Grievance Information: https://boardofed.idaho.gov/higher-education-private/proprietary-schools-non-degree-granting/student-complaint-procedures/** **Idaho Student Grievance Form**: **https://boardofed.idaho.gov/wp-content/uploads/2020/07/Student-Complaint-Form-7-2020.docx**
Illinois Board of Higher Education 1 North Old State Capital Plaza, Suite 333 Springfield, IL 62701-1377 Phone: 217-782-2551 Website: **www.ibhe.org**

Contact Information for State Higher Education Regulatory Agencies
Illinois Student Grievance Information: https://complaints.ibhe.org/ **Illinois Student Grievance Form**: https://complaints.ibhe.org/register.aspx
Indiana Commission on Higher Education 101 W. Ohio Street, Suite 300 Indianapolis, IN 46204-4206 Phone: 317-464-4400 Website: www.in.gov/che **Indiana Student Grievance Information**: https://www.in.gov/che/student-complaints/ **Indiana Student Grievance Form**: https://www.in.gov/che/files/161116_ICHE_StudentComplaintForm.pdf
Iowa Department of Education - Bureau of Iowa College Aid 4400 E. 14th Street Des Moines, IA 50319 Phone: 877-272-4456 Website: https://educate.iowa.gov/higher-ed/student-complaints **Iowa Disclosure:** A registered school must comply with the requirements of Iowa Code 261.9(1)(g). This law requires schools to adopt a military tuition and fee refund policy for a student who is a member (or the spouse of a member if the member has a dependent child), of the Iowa national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty. This policy should allow the student to: 1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees. 2. Make arrangements with the student's instructors for course grades or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full. 3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded. **Iowa Student Grievance Information:** https://iowacollegeaid.gov/StudentComplaintForm **Iowa Student Grievance Form:** https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV_9Br0hqNMto1FItT
Kansas Board of Regents 1000 S.W. Jackson Street, Suite 520 Topeka, KS 66612-1368 Phone: 785-430-4240 Website: http://www.kansasregents.gov/ **Kansas Disclosure**: National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents.

Contact Information for State Higher Education Regulatory Agencies
The University catalog outlines the process for filing and resolution of student complaints. If the student grievance cannot be resolved after exhausting the University's grievance procedure, Kansas residents may file a complaint with the Kansas Board of Regents. The Board's address is 1000 S.W. Jackson, Ste. 520, Topeka, KS 66612. **Kansas Student Grievance Information**: https://www.kansasregents.gov/academic_affairs/private_out_of_state/complaint_process
Kentucky Council on Postsecondary Education 100 Airport Road, Third Floor Frankfort, KY 40601 Phone: 502-573-1555 Website: www.cpe.ky.gov **Kentucky Student Grievance Information:** http://cpe.ky.gov/campuses/consumer_complaint.html **Kentucky Student Grievance Form**: http://cpe.ky.gov/campuses/complaintform
Louisiana Board of Regents 1201 N 3rd Street, Suite 6 Baton Rouge, LA 70802 Phone: 225-342-4253 Website: www.regents.la.gov **Louisiana Disclosure**: National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credits, nor signify that programs are certifiable by any professional agency or organization. **Louisiana Student Grievance Information**: https://www.laregents.edu/regents-resources/#studentparent
Maine Department of Education 23 State House Station Augusta, ME 04333 Phone: 207-624-6600 Website: www.maine.gov/doe/home **Maine Student Grievance Form**: https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/sara-complaint-form.pdf
Maryland Higher Education Commission (MHEC) 217 East Redwood Street, Suite 2100 Baltimore MD 21202 Phone: 401-767-3300 Email: collegiatecomplaint.mhec@maryland.gov Website: https://mhec.maryland.gov/Pages/default.aspx **Maryland Disclosure:** National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General.

Contact Information for State Higher Education Regulatory Agencies
Maryland Student Grievance Information: https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx **Maryland Student Grievance Form:** https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766 **Maryland Office of the Attorney General Student Grievance Information:** https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx
Massachusetts Department of Higher Education 1 Ashburton Place, Room 1401 Boston, MA 02108 Phone: 617-994-6950 Website: https://www.mass.gov/orgs/department-of-higher-education **Massachusetts Student Grievance Form**: https://www.mass.edu/forstufam/complaints/complaintform.asp
Michigan Department of Licensing and Regulatory Affairs 611 W. Ottawa P.O. Box 30004 Lansing, MI 48909 Phone: 517-355-9700 Website: www.michigan.gov/lara **Michigan Student Grievance Information**: https://www.michigan.gov/lara/bureau-list/cscl/complaints **Michigan Student Grievance Form**: https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-(34).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d
Minnesota Office of Higher Education 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108-5227 Phone: 651-642-0567 Website: www.ohe.state.mn.us **Minnesota Disclosure:** National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions. Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should made note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota. ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete the other English or Communications classes to satisfy the Minnesota Degree Standards. **Minnesota Student Grievance Information:** https://www.ohe.state.mn.us/mPg.cfm?pageID=1078

Contact Information for State Higher Education Regulatory Agencies
Minnesota Student Grievance Form: https://www.ohe.state.mn.us/pdf/ComplaintForm.pdf
Mississippi Commission on College Accreditation 3825 Ridgewood Road Jackson, MS 39211-6453 Phone: 601-432-6372 Website: **http://www.mississippi.edu/mcca/** **Mississippi Disclosure**: Effective January 30, 2025, National University (NU) discontinued operations in Mississippi and is no longer offering educational programs to students located in the state. NU is not accepting new enrollments from Mississippi residents. Mississippi residents who are currently enrolled in National University programs may continue in their programs through completion. However, if a student withdraws or takes a break in enrollment, it may affect their ability to return or re-enroll if they continue to reside in Mississippi. **Mississippi Student Grievance Information**: **http://www.mississippi.edu/mcca/student_complaint_process.asp** **Mississippi Student Grievance Form**: **http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf**
Missouri Department of Higher Education and Workforce Development P.O. Box 1469 Jefferson City, MO 65101 Phone: 573-751-2361 Website: **http://www.dhewd.mo.gov/** **Missouri Student Grievance Information**: **https://ago.mo.gov/civil-division/consumer/consumer-complaints** **Missouri Student Grievance Form**: **https://ago.mo.gov/app/consumercomplaint**
Montana Board of Regents 2500 Broadway Street P.O. Box 203201 Helena, MT 59620-3201 Phone: 406-444-6570 Website: **http://www.mus.edu/board** **Montana Student Grievance Information**: **https://mus.edu/MUS-Statement-of-Complaint-Process.html** **Montana Student Grievance Form**: **https://dojmt.gov/consumer/consumer-complaints/**
Nebraska Coordinating Commission for Postsecondary Education P.O. Box 95005 Lincoln, NE 68509-5005 Phone: 402-471-2847 Website: **http://www.ccpe.nebraska.gov/** Physical Address 140 N. 8th Street, Suite 300 Lincoln, NE 68508

Contact Information for State Higher Education Regulatory Agencies
Nebraska Student Grievance Information: https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions **Nebraska Student Grievance Form**: https://www.education.ne.gov/wp-content/uploads/2017/07/PPCS_Complaint-form.pdf
Nevada Commission on Postsecondary Education Commission 2800 E. St. Louis Las Vegas, NV 89104 Phone: 702-486-7330 Website: http://www.cpe.nv.gov **Nevada Disclosure**: National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560. **Nevada Student Grievance Information**: https://cpe.nv.gov/Students/Students_Home/ **Nevada Student Grievance Form**: https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf
New Hampshire Department of Education 25 Hall Street Concord, NH 03301-3860 Phone: 603-271-3494 Website: https://www.education.nh.gov/ **New Hampshire Student Grievance Form**: https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx
New Jersey Commission on Higher Education 20 W. State Street P.O. Box 542 Trenton, NJ 08625 Phone: 609-292-7225 Website: https://www.state.nj.us/highereducation/ **New Jersey Student Grievance Information**: https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml **New Jersey Student Grievance Form**: https://www.state.nj.us/highereducation/documents/pdf/OSHEComplaintForm.pdf
New Mexico Higher Education Department 2044 Galisteo Street, Suite 4 Santa Fe, NM 87505 Phone: 505-476-8400 Website: https://hed.nm.gov/

Contact Information for State Higher Education Regulatory Agencies
New Mexico Disclosure: If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, New Mexico residents may file a complaint with the New Mexico Higher Education Department. The Department's address is: 2048 Galisteo Street, Santa Fe, NM 87505-2100, Telephone: 505-476-8400 **New Mexico Student Grievance Information**: https://ppsd.smapply.io/ **New Mexico Student Grievance Form**: https://ppsd.smapply.io/protected/resource/eyJoZnJlIjogOTg0NzgxODUsICJ2cSI6IDE2ODUxMH0/
New York Office of College and University Evaluation New York State Education Building 89 Washing Avenue Albany, NY 12234 Phone: 518-486-3633 Website: http://www.nysed.gov/college-university-evaluation **New York Student Grievance Information**: http://www.nysed.gov/college-university-evaluation/complaints
The University of North Carolina System Board of Governors 223 S. West Street, Suite 1800 Raleigh, NC 27603 Phone: 919-962-1000 Website: http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department **North Carolina Student Grievance Information**: https://www.northcarolina.edu/post-secondary-education-complaints/ **North Carolina Student Grievance Form**: https://studentcomplaints.northcarolina.edu/form
North Dakota University System 10th Floor, State Capitol 600 E. Boulevard Ave. Dept. 215 Bismarck, ND 58505-0230 Phone: 701-328-2960 Website: http://www.ndus.edu **North Dakota Student Grievance Information**: https://ndus.edu/state-authorization-sara/
Ohio Board of Regent 25 South Front Street Columbus, OH 43215 Phone: 614-466-6000 Website: http://www.ohiohighered.org **Ohio Student Grievance Information**: https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints **Ohio Student Grievance Form**: https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint
Oklahoma State Regents for Higher Education 655 Research Parkway, Suite 200 Oklahoma City, OK 73104

Contact Information for State Higher Education Regulatory Agencies
Phone: 405-225-9100 Website: **http://www.okhighered.org** **Oklahoma Student Grievance Form**: **https://www.okhighered.org/resources/Student-Complaint-Form/**
Oregon Higher Education Coordinating Commission 3225 25th Street SE Salem, OR 97302 Phone: 503-373-0003 Website: **http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx** **Oregon Disclosure**: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to **complaints@hecc.oregon.gov**. **Oregon Student Grievance Information**: **https://www.oregon.gov/highered/about/Pages/complaints.aspx**
Pennsylvania Department of Higher Education 333 Market Street Harrisburg, PA 17126 Phone: 717-783-6788 Website: **http://www.education.pa.gov/Pages/default.aspx** **Pennsylvania Student Grievance Information**: **https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx** **Pennsylvania Student Grievance Form**: **https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf**
Puerto Rico State Higher Education Agency Council on Education of Puerto Rico P.O. Box 19900 Ave. Ponce de Leon 268 Edificio Hato Rey Center Piso 15 Hato Rey, PR 00918 Phone: 787-641-2121 Website: **http://www.ce.pr.gov** **Puerto Rico Student Grievance Information**: **https://studentprivacy.ed.gov/file-a-complaint**
Rhode Island Board of Governors for Higher Education 560 Jefferson Boulevard, Suite 100 Warwick, RI 02886 Phone: 401-736-1100 Website: **https://www.riopc.edu/** **Rhode Island Student Grievance Information**: **https://riopc.edu/policies/student-complaint-procedures/**

Contact Information for State Higher Education Regulatory Agencies
South Carolina Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 29201 Phone: 803-737-3476 Website: **http://www.che.sc.gov** **South Carolina Student Grievance Information**: **https://www.che.sc.gov/students-families-and-military/student-resources** **South Carolina Student Grievance Form**: **https://www.che.sc.gov/sites/che/files/Documents/Licensing%20updates/Complaint_Procedures_and_Form.pdf**
South Dakota Board of Regents 306 E. Capitol Avenue, Suite 200 Pierre, SD 57501 Phone: 605-773-3455 Website: **https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx** **South Dakota Student Grievance Information**: **https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx** **South Dakota Student Grievance Form**: **https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Documents/Complaint%20Form%20-%20SD-SARA.pdf**
Tennessee Higher Education Commission 312 Rosa Parks Ave, 9th Floor Nashville, TN 37243 Phone: 615-741-3605 Website: **http://www.tn.gov/thec.html** **Tennessee Disclosure**: Any authorizations must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, heath and safety, and fiscal responsibility. **Tennessee Residents**: Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, 615-741-5293 **Tennessee Student Grievance Information**: **https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html** **Tennessee Student Grievance Form**: **https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/links-and-forms/Complaint%20Form.pdf**
Texas Higher Education Coordinating Board Mailing Address: P.O. Box 12788 Austin TX 78711 Phone: 512-427-6223 Website: **https://www.highered.texas.gov/**

Contact Information for State Higher Education Regulatory Agencies
Delivery Address: 1801 N. Congress Avenue, Suite 12.200 Austin TX 78711 **Texas Disclosure**: National University has permission to operate in the state of Texas and has been institutionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas. **Texas Student Grievance Information**: **https://www.highered.texas.gov/student-complaints/** **Texas Student Grievance Form**: **https://www.txhigheredaccountability.org/CfratInquiry/Home/Create**
Texas Workforce Commission Career Schools and Colleges 101 East 15th Street Austin, TX 78778-001 Phone: 512-463-2222 Website: **www.twc.texas.gov** **Texas Disclosure**: Exemption status means National University is not approved or regulated by the Texas Workforce Commission. This means the Texas Workforce Commission has not approved the curriculum, classrooms, teachers, or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation, or licensure of any courses under Texas law. **Texas Workforce Commission Student Grievance Form**: **https://www.twc.texas.gov/files/jobseekers/csc-401a-student-complaint-form-twc.pdf**
Utah Division of Consumer Protection 160 East 300 South, Second Floor Salt Lake City, UT 84114 Phone: 801-530-6601 Website: **http://www.consumerprotection.utah.gov** **Utah Student Grievance Information**: **http://www.consumerprotection.utah.gov/complaints.html?f=c**
Vermont Agency of Education 1 National Life Drive, Davis 5 Montpelier, VT 05620-2501 Phone: 802-828-1130 **Vermont Student Grievance Information**: **https://education.vermont.gov/documents/postsecondary-program-complaint-resolution**
Virginia State Council of Higher Education for Virginia 101 N. 14th St., 10th Floor James Monroe Building Richmond, VA 23219-3659 Phone: 804-225-2600 Website: **http://www.schev.edu**

Contact Information for State Higher Education Regulatory Agencies
Virginia Student Grievance Information: https://www.schev.edu/students/resources/student-complaints **Virginia Student Grievance Form**: https://www.surveymonkey.com/r/StudentComplaintForm
Washington Student Achievement Council 917 Lakeridge Way, SW Olympia, WA 98504-3430 Phone: 360-753-7800 Website: www.wsac.wa.gov **Washington Disclosure**: "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree authorization@wsac.wa.gov." "The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credited earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned". "For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov." **Washington Student Grievance Information**: https://wsac.wa.gov/student-complaints **Washington Student Grievance Form**: https://www.studentcomplaints.wa.gov/hc/en-us
West Virginia Higher Education Policy Commission 1018 Kanawha Blvd. East, Suite 700 Charleston, WV 25301-2800 Phone: 304-558-2101 Website: http://www.wvhepc.edu **West Virginia Student Grievance Form**: https://www.wvhepc.edu/wp-content/uploads/2021/10/Student-Complaint-Process.pdf
Wisconsin Educational Approval Board Mailing Address: P.O. Box 8666 4822 Madison Yards Way

Contact Information for State Higher Education Regulatory Agencies
Madison, WI 53705-8366 Website: www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx **Wisconsin Disclosure**: Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topic pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than $150 and which is offered in less than 6 class days, provided that the program is not one of a sequence. **Wisconsin Student Grievance Information**: https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx **Wisconsin Student Grievance Form**: https://dsps.wi.gov/Documents/EAComplaintForm3.01.doc
Wyoming Department of Education 2300 Capitol Avenue Hathaway Building, 2nd Floor Cheyenne, WY 82002-0050 Phone: 307-777-7690 Website: http://www.edu.wyoming.gov **Wyoming Student Grievance Form**: https://form.jotform.com/212505034743043
WASC Senior College and University Commission (WSCUC) 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 Phone: 510-748-9001 Email: wascsr@wascsenior.org Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC): Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at wascsr@wascsenior.org. Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the WASC Document List.

Student Rights and Responsibilities

Student Responsibilities

Through the submission of an enrollment agreement, students acknowledge receipt of the Catalog and agree to abide by all University policies, rules, and procedures. Unless otherwise provided in University policy, students are responsible for complying with all applicable policies, rules, and procedures. Responsibility for meeting all requirements and deadlines for degree programs rests with the student. The Catalog in effect at the time of enrollment, along with any applicable school-specific handbook, governs the terms of enrollment.

Safety and Security

National University is committed to the safety and well-being of its students and employees whether they are remote or located at one of the University's facilities.

Safety Program

Students and employees play an important role in ensuring the virtual and in-person classroom facilities are safe. In-person students and employees should:

- Review fire, medical and earthquake emergency procedures posted in each classroom and be prepared to respond accordingly.
- Review emergency egress routes and know the location of fire extinguishers (posted in each classroom).
- Watch for any hazardous conditions and report them immediately to the center assistant.
- Speak with the facility's Center Director for any site-specific questions or procedures.

Note: The safety procedure attached to this policy is posted in NU facilities and is available on the University's website at **https://www.nu.edu/safety/**.

Campus Security

National University recognizes that crime prevention is the responsibility of each person either working, attending school, or visiting a University facility. Crime prevention is best served by vigilant surveillance of the premises and the reporting of any suspicious personal behavior. The University, therefore, is committed to providing a safe environment for learning and working. To help prevent crime, students should:

- Lock their cars.
- Never leave valuable items in their parked cars.
- Return to their cars in the company of other students when they leave the classroom at night. If no other students are going in that direction, students should request that a security guard or the Center Director accompany them.
- Take items of value with them when they leave a classroom, unless they are certain that the classroom will be locked or monitored while they are away.
- Report anything that appears to be out of the ordinary (e.g., a stranger lingering in the area) immediately to the Center Director.

Students should never single-handedly try to stop a criminal in the act. Rather, students should contact Campus Safety and Security and/or report the act by calling 911. For more information on contacting Campus Safety and Security, please refer to **www.nu.edu/safety/**.

If an emergency operator answers, students should give the operator their direct dial number, name, and specific location, including building and room number. (For students calling from a campus phone at the La Mesa, South Bay, Marine Corps Recruit Depot, or any of the San Diego Naval installations, the location displayed on the 911 emergency operator's console will be that of the central telephone switch unit, rather than that of the caller.) If time permits, students should also notify the University operator by dialing 0 with any University landline, since it is possible the 911 emergency operator may try to contact them through the main University number.

If students are involved in or aware of any event that requires the attention of University administration, they should complete a "NU Safety and Security Incident Report" available through the Center Director.

Note: Pursuant to the Crime Awareness and Campus Security Act of 1990, referred to as the Clery Act, the University publishes the Annual Security Report that discloses information about campus safety policies, procedures, and crime statistics. This current report is available on the University's website at **https://www.nu.edu/ouruniversity/annualsafetyandsecurityreport/**. Printed copies are available upon request to all current students and prospective students at each National University facility.

For additional resources please see the **ConcernCenter - National University**.

Drug Free Schools and Campuses Act – Prevention Program

The unlawful possession, use of distribution of any illicit drug or alcohol by students or employees on University property or at University sponsored activities or events is prohibited. Violation may constitute criminal conduct which could result in criminal prosecution under state and/or federal law. It is the policy of the University to impose appropriate disciplinary sanctions on employees and students for the unlawful possession, use or distribution of illicit drugs or alcohol.

Appropriate disciplinary sanctions may include suspension or expulsion for students or suspension or termination for employees, and may also include requiring the completion of a rehabilitation program. The standards of conduct for students and the applicable sanctions for violating the standards are contained in the Student Code of Conduct. The standards of conduct and sanctions applicable to employees are contained in Employee Handbook.

The use of drugs and alcohol may pose significant health risks including hangovers, blackouts, general fatigue, impaired learning, dependency, and death. Students may not smoke or use medical marijuana while in district facilities for any reason.

Further detailed information on the state penalties and risks associated with the use of drugs and alcohol may be found at the following campus office locations: Student Services, Student Wellness, and Human Resources.

Smoke-Free Campus

The goal of National University is to have a safe learning and working environment for students and staff. Smoking (including e-cigarettes, hookah, or cannabis) is prohibited in all indoor and outdoor locations, with the exception of designated areas and/or parking lots. Students and employees who smoke are required to smoke outside at a minimum of 25 feet away from a building. Smoking is prohibited in all University vehicles. Tobacco products are not permitted to be sold in any area of National University owned or leased facilities, vehicles or areas adjacent to buildings (i.e. parking lots). Smoking products are not permitted to be sold on campus either through vending machines or by non-campus establishments. "No Smoking" signs shall be conspicuously posted at building entrances and in restrooms, locker rooms, dressing areas, cafeteria and sports facilities. In addition, designated areas/parking lots for smoking areas will be clearly marked. Refer to California Government Code Section 7596. Compliance is the responsibility of each student, faculty and staff and visitors to any of the National University campuses. Repeat offenders may be reported to the Office of Community Standards (OCS) for a policy violation, which may result in a sanction(s).

National University Visitor Policy

The safety and well-being of the National University community, including students, faculty, staff, and visitors, are of utmost importance. This policy sets forth guidelines for behavior and conduct while on University-owned or controlled property.

Access to University property shall primarily be limited to students, employees, and their visitors or guests for the purposes of study, work, teaching, and conducting other University business or activities. As a private institution of higher learning, National University reserves the right to restrict access to University premises and to prohibit certain individuals from being present on University-owned or controlled property at any time at its discretion. A visitor or guest refers to any individual who is not an enrolled student, faculty member, staff, or employee but is present on University-owned or controlled property.

All visitors may be required to register upon arrival, display appropriate identification, and comply with site-specific processes while on University-owned or controlled property. Failure to comply with this requirement may result in denial of access. Visitors are not allowed in classrooms or laboratories without prior approval from the instructor for each specific visit. Such approvals will only be granted in extraordinary circumstances and at the sole discretion of the instructor in conjunction with University processes. Students who bring a visitor under the age of 18 to a University- owned or controlled premises are required to supervise them at all times. Visitors and students must follow all University emergency procedures as outlined in posted signage or communicated by University staff in the event of an emergency.

All individuals present on University-owned or controlled property shall conduct themselves in a safe and professional manner in accordance with the law and University policies. Prohibited conduct includes, but is not limited to, endangerment of the health and safety of any person or property, intentional or negligent disruption of the operations of the University, excess noise, threats, harassment, hate speech, physical abuse, intimidation, or unauthorized entry into, obstruction of, or occupation of a University owned or controlled property. Any violation of this policy may result in removal from University property and/or disciplinary action. National University assumes no responsibility or liability for injury, loss, or damage incurred by visitors, including children, while on University property, except as required by law.

Minors on Campus

National University welcomes individuals of all ages to our campuses when they are enrolled in class offerings or are accompanied by a parent, legal guardian, or adult caregiver and under appropriate supervision. Our facilities are open to the public, a situation which might present risks to children. It is National University's goal to maintain a safe and welcoming environment for both minors and adults, according to the following guidelines:

- All minors must remain under the constant supervision of a parent, guardian, or adult caregiver unless they are officially enrolled in or participating in a National University class or program.
- Except in situations where minors are officially enrolled/participating in classes or programs; responsible parents, guardians, and adult caregivers must accompany minor(s) at all times and must monitor the activities and behaviors of the minor(s) at all times while on campus.
- Any unattended minor who is not a student will be reported to the Center Director for the specific National University site and/or the local police.
- Adult students and employees should plan for childcare as children are not intended to be a part of the classroom learning environment or workplace at National University.

Students with Disabilities

It is the policy of National University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other federal and state disability nondiscrimination laws, that no student shall, based on their disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under, any University program or activity.

National University is committed to providing students with disabilities an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities in the most integrated setting appropriate to the students' needs.

National University is committed to providing reasonable accommodations to students with disabilities to ensure all students have an equal opportunity to benefit from and access programs and services. "Reasonable accommodation" means a reasonable modification or adjustment that enables qualified students with disabilities equal access to programs and services.

Under the law, "reasonable accommodation" may include, but is not limited to, removal of barriers to access of the physical facilities or programs, "academic adjustments" such as modification of academic requirements, policies, and procedures, and "auxiliary aids" such as texts in alternate media, interpreters, readers, and other similar services and actions.

Student Accessibility Services cannot authorize the following:

- Extended breaks between classes or leaves of absence;
- Special funding, discounts, or waivers for class fees;
- Vocational rehabilitation funding or scholarships;
- Additional time to complete a program;
- Waivers of the University policies, including admissions, academics, or financial;
- Fundamental alterations to classes and programs that can have an impact on the essential academic requirements.

Student Accessibility Services Office

Student Accessibility Services (SAS) at National University, through collaboration with the campus and the community, is committed to empowering students with disabilities and providing equal access to higher education through the provision of academic support services, technology, and advocacy to promote student persistence and graduation. SAS provides disability consultation, coordination of support services, and accommodations for all eligible students with disabilities.

Services

SAS provides a variety of services designed to assist the National University community, including students, faculty, and staff. SAS offers services that allow students with disabilities to participate fully in all facets of the learning experience.

- Students with disabilities are equipped with tools to promote self-advocacy, independence, learning, and goal attainment.
- Faculty and staff are provided resources and guidance to assist with the creation of accessible on-site and online learning experiences that foster engagement and interaction with all students.

Requesting Accommodations and Services

National University can modify academic requirements as necessary to ensure that such requirements do not discriminate or prohibit the participation of qualified applicants or students with a disability if the modification does not fundamentally impact the class or program in which the student is participating.

Fundamental alterations can include, but are not limited to, changes to curriculum and program revisions that impact accreditation or University requirements. Modifications may include changes in the length of time permitted for the completion of the degree requirements, substitution of specific classes required for the completion of degree requirements, and adaptation of the manner in which specific classes are conducted.

In class examinations or other procedures for evaluating a student's academic achievement, National University shall provide methods for evaluating the achievement of students with disabilities that impair sensory, manual, or speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the class, rather than reflecting the student's impaired sensory, manual or speaking skills, except where such skills are the factors that the test purports to measure.

The University will take necessary steps to ensure that no qualified disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids. Auxiliary aids may include texts in alternate format, interpreters, or other effective methods of

making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Accommodations that would fundamentally alter the nature of the program, cause undue hardship on the University or jeopardize the health or safety of others cannot be provided. Reasonable accommodations must specifically address the functional limitations of the student's specific disability.

Registration

Students seeking accommodations and services due to a disability should contact SAS. A SAS Counselor will discuss potential accommodations and required documentation with the student. Students are encouraged to register with SAS and make accommodation requests as far in advance as possible; accommodations are not retroactive.

Students seeking to register with SAS are required to:

- self-identify to SAS,
- submit an application,
- provide documentation of a disability from the appropriate licensed professional, and
- participate in an interactive appointment with a SAS Counselor.

SAS will provide a letter confirming eligibility for services and detailing approved curriculum accommodations to eligible students with disabilities following the completion of the registration process. Information related to the registration process can be found at **www.nu.edu/sas**.

Disability Documentation

Disability documentation must be signed by a licensed physician, psychologist, audiologist, speech pathologist, physical therapist, occupational therapist, or other professional healthcare provider.

Documentation should indicate the student's current level of functioning with respect to the major life activity impacted by the disability. The diagnostic report should include, where appropriate, recommendations for specific accommodations and explain why the accommodation is recommended. In some situations, the University may request additional documentation. The cost of obtaining professional documentation of a disability is the student's responsibility. Additional information regarding documentation is located at **www.nu.edu/sas**.

Please note that if there are concerns regarding legitimacy of documentation, or if the documentation is too vague, SAS can contact the listed provider to confirm documentation and inquire about accommodation recommendations.

Accommodation Determination

SAS will consider all materials, consult with relevant faculty when necessary, and afford qualifying individuals with appropriate accommodations. The student may provide additional input from an appropriate professional at the student's expense if the student or SAS deems such input necessary to determine eligibility for services or the appropriateness of a specific accommodation requested.

Once a student is approved to receive accommodation(s), a SAS Counselor will provide an accommodation letter to the student. It is the student's responsibility to present this letter to his/her instructor in a timely fashion, preferably within the first three days of the term/class, to allow sufficient time to arrange any prescribed accommodation(s). A

student may or may not elect to use the accommodation(s). Students are encouraged to speak with their instructor regarding their accommodations and review which accommodations they plan to use.

Students requesting and approved for on-site testing accommodations near an established University Campus are required to complete a Testing Accommodations Orientation at least two weeks prior to their first exam request for in-class exams. For on-site tests, students are also required to complete an On-site Test Accommodation Request Form. Completed forms are due to SAS at least five business days prior to the exam or quiz date to allow sufficient time for the arrangement of test accommodations, including but not limited to extended test time, distraction-reduced setting, etc. On-site testing cannot be guaranteed if the request is not received at least 5 business days in advance. In addition, students are required to read and follow the Test Accommodation Policies and Guidelines. The Testing Accommodations Orientation documents, the On-site Test Accommodation Request Form, and the Test Accommodation Policies and Guidelines are located at www.nu.edu/sas in the section entitled Accessibility Forms and Guides.

Providing advanced notice: students needing captioning and/or interpreting must request these services using the appropriate request forms located at **www.nu.edu/sas**. Faculty and staff are encouraged to communicate with deaf and hard-of-hearing students using electronic mail or web-based chat. If the student uses text telephone (TT) or video phone, use the California Relay Services by dialing 1-800-735-2922 (English), or 1-800-855-3000 (Spanish).

Faculty who receive a request from a student for a curriculum accommodation due to a reported disability should request an accommodation letter from the student. If the student informs the instructor that they do not have such a letter or are not registered with SAS, the faculty member should direct the student to SAS, providing them with the contact information. In addition, the instructor should contact SAS to discuss any questions or seek additional guidance. Any disability-related information that a student gives to the faculty member is to be used only for making the curriculum accessible for the student and may not be disclosed to any parties without written consent from the student. Instructors are not authorized to deny a student an approved accommodation unilaterally. Instructors who disagree with a particular accommodation prescribed for a student on the official accommodation letter should contact SAS for immediate consultation and discussion.

If a student would like to request additional accommodations, additional documentation and an additional interactive appointment may be requested.

Note on Placement at Third-Party Site

National University is committed to providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students approved for accommodations through Student Accessibility Services (SAS) may use these accommodations during their academic classwork and, where applicable, in clinical, practicum, or internship settings.

However, when a student is placed at a third-party site under an affiliation agreement, the University must defer to the established policies, procedures, and operational requirements of that site. While SAS will make every effort to coordinate with the site to support implementation of approved accommodations, the University cannot require a clinical or practicum site to modify its own essential policies, standards, or practices.

Students are encouraged to communicate early with SAS and their program regarding accommodation needs for clinical placements, so that reasonable options may be explored in collaboration with the site.

Modality

National University (NU) offers classes in two possible instructional models: an Individual-Based model and a Group-Based model. In an Individual-Based model class, each student is assigned to a professor who will work individually with that student throughout the class. Classes generally begin each Monday. In a Individual-Based model, multiple students are assigned to start the class simultaneously with one professor, often involving discussion boards or other student-to-student interactions. These classes begin monthly at the designated time of the class calendar.

As a unified department, a standardized accommodation approach will be adopted for all new students. Students who were previously enrolled in an Individual-Based model through NCU will be offered the opportunity to remain in their Individual-Based model through their program completion or merge into a Group-Based model, with the understanding that once they move, they will not be able to switch between modalities after that selection.

Students offered the option to remain in their Individual-Based model or change to a Group-Based model will understand that their accommodations will reflect the model in which they are enrolled.

Students who choose to remain in an Individual-Based model will be offered an opportunity to revise their accommodations or maintain their current approvals. If the standardized approach negatively affects their academic progress, they will be granted a one-time offering to return to their NCU legacy accommodations. Once selected, Individual-Based students understand that their accommodations will remain as is until they complete their program or have an enrollment change, such as Leave of Absence or change in program. Students who experience an enrollment change understand their accommodations will be reviewed and updated as needed. Students who are aligned with the standardized accommodation model will meet with a SAS Accommodation Counselor to review their accommodations and discuss any changes that may be necessary. Accommodation approval will remain an individualized process dependent on the student's diagnosis and documentation.

All inquiries regarding accommodations should be directed to SAS **sas@nu.edu**.

Denial or Insufficiency of Accommodation

If a student is denied an accommodation or believes that the accommodation approved is insufficient, the student may submit an Accommodation Reconsideration request to the Director of Student Accessibility Services, who will render a decision within seven days of receipt of the appeal or before the start date of the next course, depending on which occurs first. The decision of the Director is final.

Problems in Receiving Approved Accommodations

If a student believes they are not receiving an accommodation specified in their letter, they should immediately contact SAS for assistance at **sas@nu.edu**.

Confidentiality

SAS is committed to ensuring all information and communication about a student's disability is maintained as confidential as required and/or permitted by local, state, and federal laws and regulations. To that end, the following guidelines govern the use and disclosure of information shared with the SAS office staff.

This information is protected by the Family Educational Rights and Privacy Act (FERPA). All records received and kept by SAS are considered educational records. All documentation is kept in secure electronic files, and immediate access is limited to the SAS staff and managers.

Personally identifiable information will not be disclosed to persons outside the University without the express written permission of the student, except in accordance with local, state, and federal laws or pursuant to a court order or subpoena.

Personally identifiable information will be shared with other University employees, faculty, and other officials only when the requestor maintains a legitimate educational interest. In such a case, the SAS staff will disclose only information pertinent to the request and in the student's best interest.

If a student wishes to have information about their disability shared with others outside of the institution, the student must provide written authorization to SAS at **sas@nu.edu** to release the information.

A student has the right to review their own SAS file with reasonable notification. Any student wishing to review their records should contact SAS at **sas@nu.edu**.

Student Accessibility Services
Phone: 858-521-3967
Email: **sas@nu.edu**
Website: **https://www.nu.edu/student-services/accessibility**

Students Who Believe They Have Been Subject to Discrimination Based on their Disability

National University students and employees (including the SAS office staff) abide by **the Equal Opportunity, Harassment and Nondiscrimination Policy**, as found on the NU website and in the Catalog.

It is our sincere hope that no member of our community experiences discrimination, harassment, misconduct, or violence based on their actual or perceived membership in a protected category. If that has occurred, please know that any person may file an informational report (whether or not the person reporting is alleged to have experienced the conduct). A report may be made at any time (including during non- business hours) by choosing the appropriate reporting form at this link: **www.nu.edu/reportit**, or in person, by mail, by telephone, by video, or by email, using the contact information listed below for the Title IX Coordinator and ADA/504 and Community Standards Coordinator.

ADA/504 and Community Standards Coordinator
Douglas Sheppard, ADA/504 and Community Standards Coordinator
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: 858-309-3538| Office Email: **adacoord@nu.edu** | Email: **dsheppard2@nu.edu**

Equal Opportunity, Harassment, and Nondiscrimination

National University (NU) adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. NU does not discriminate in its admissions practices except as permitted by law, in its employment practices, or in its educational programs or activities on the basis of race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender, gender identity, gender expression, sexual orientation, pregnancy or parenting status or any other protected category.

As a recipient of federal financial assistance for education programs or activities, NU is required by Title IX of the Education Amendments of 1972 to ensure that it does not discriminate of the basis of sex. Under the 2020 Title IX regulation, "sex" refers to biological sex and does not explicitly include gender identity, gender expression or sexual orientation. However, NU remains committed to fostering an inclusive environment and provides additional protections under applicable state law and institutional policy.

NU also prohibits retaliation against any person opposing discrimination, harassment or participating in any investigation or resolution process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are considered forms sexual harassment prohibited under Title IX and therefore by NU policy.

Any member of the institutional community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the NU community on the basis of sex is in violation of the **Equal Opportunity, Harassment and Nondiscrimination Policy**.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct) by utilizing the online form at any time (including during non-business hours) by choosing the appropriate reporting form at **www.nu.edu/reportit**. Additionally, reports may be made by email, telephone or video using the contact information listed for the Title IX Coordinator.

Questions regarding discrimination, harassment and/or Title IX specifically, including its application and/or concerns about noncompliance, should be directed to an OIE staff member. For a complete copy of the policy and/or for more information, please visit **National University's Office of Institutional Equity website** or contact the Title IX Coordinator.

Individuals who believe they have experienced discrimination, harassment, and/or retaliation in violation of the NU **Equal Opportunity, Harassment and Nondiscrimination Policy** are encouraged to speak with any member of the ERP Team or contact the Title IX Coordinator directly.

Title IX Coordinator
Heather Tyrrell
Office of Institutional Equity
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: 858-640-8087
Email: **oie@nu.edu**

A person may also file a complaint externally with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the U.S. Department of Education Office for Civil Rights (OCR), the federal Equal Employment Opportunity Commission (EEOC), and/or the California Department of Fair Employment and Housing.

External Contact Information

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Facsimile: 202-453-6012
Email: **http://www.ed.gov/ocr**

State of California Civil Rights Department
Website: **www.calcivilrights.ca.gov/complaintprocess**
Toll Free: 800-884-1684
TTY: 800-700-2320 California Relay Service (711)

For complaints involving employee-on-employee conduct: **Equal Employment Opportunity Commission (EEOC)**

California Department of Fair Employment and Housing
2218 Kausen Drive, STE100
Elk Grove, CA 95758
Telephone: 1-800-884-1684
Telephone: 1-800-700-2320 TDD Only
Website: **www.dfeh.ca.gov**

Within any Resolution Process related to the **Equal Opportunity, Harassment and Nondiscrimination Policy**, National University will provide reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

Student Consumer Information

Federal Student Consumer Information Requirements
National University (NU) consumer information provides a suite of important University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This consumer information includes resources to academic policies, financial aid resources, general institutional information, health, safety and security items, student services, admissions expectations, and a variety of other areas. NU's consumer information is also available on the University's website at: https://www.nu.edu/consumer-info/.

Notice to Enrolled Students

National University (NU) Student and Financial Services team annually emails each enrolled student a Notice of Availability of financial assistance and institutional and consumer information, including FSA Penalties for Drug Law Violations, links to the University's graduation and completion rates and retention rates reported to IPEDS, campus security reports, and student rights under FERPA. Information will also be linked in new student Enrollment Agreements so all students are provided with the information in the Enrollment process. Students who have any questions or would like to meet with one of the University's dedicated Academic and Finance Counselors may reach out at **financialaid@nu.edu** or 1-800-NAT-UNIV, ext. 8500.

Financial Aid Information

Financial Aid Programs Available at National University

National University (NU) offers eligible students access to Federal and State loan and grant programs.

Federal Student Aid (FSA) Grants

Federal Pell Grant

This grant program helps students with tuition costs. This program assists students who are working toward a first bachelor's degree.

- Award Range for 2025-2026 Award Year: $740 to $7,395
- Award Range for 2026-2027 Award Year: $740 to $7,395
- Applications: FAFSA

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

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

In order to determine eligibility for the Federal Pell Grant, NU must receive the results of the Free Application for Federal Student Aid (FAFSA) in the form of a valid Institutional Student Information Report (ISIR) from the Department of Education's FAFSA Processing System (FPS). The Federal Pell Grant Scheduled Award is based upon the official Student Aid Index (SAI) and the Federal Pell Grant Cost of Attendance (COA). The University uses Pell Formula 4 for Non-term students and Pell Formula 1 for Term students to determine a student's eligibility and award. Students may be eligible to receive up to 150% of their Pell Grant Scheduled Award for an award year. This provision is called "Year-Round Pell" or "additional Pell". Students eligible for Year-Round Pell awards are subject to the normal duration of eligibility rules and LEU limits. A student's maximum duration of Pell Grant eligibility is six scheduled awards, as measured by the percentage of lifetime eligibility used (one scheduled award equals 100% lifetime eligibility used). A student is ineligible to receive further Pell Grant funds if they have reached or exceeded the 600% limit

Undergraduate students enrolled at NU in a Non-Term are considered to be full-time students for purposes of calculating the Federal Pell Grant Scheduled Award while students in Term programs will have their Pell calculated by enrollment intensity. The amount of Federal Pell Grant awarded is based upon the length of the payment periods to be funded and the SAI indicated on the student's valid FAFSA Submission Summary/ISIR. The portion of the enrollment that is funded based upon a particular year's FAFSA Submission Summary /ISIR depends upon the student's payment periods that begin in that year. Payment periods are normally funded from the year in which they begin.

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

For students enrolled in a Non-Term program, the Federal Pell Grant is based on the full Scheduled Award for the academic year as determined by the student's SAI and COA. If less than a full academic year is being funded, the Scheduled Award is prorated accordingly.

For students enrolled in a Term-based program, the Federal Pell Grant is determined using enrollment intensity, in addition to the SAI and COA.

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

Federal Student Aid (FSA) Loans

Direct Subsidized Loan

This loan program assists undergraduate students with educational expenses. Direct Subsidized Loans are available to undergraduate students with financial need. Interest doesn't accrue while you are attending and enrolled in at least a half time status. The interest rate and origination fees are fixed. More information about specific interest and origination rates can be found at **https://studentaid.gov/understand-aid/types/loans/interest-rates**. Repayment is not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six-month grace period before beginning repayment. More information about loan repayment can be found at **https://studentaid.gov/manage-loans/repayment**.

Direct Subsidized Loan Amount: For each academic year, a student may borrow:

- Up to $3,500 as a first-year undergraduate
- Up to $4,500 as a second-year undergraduate
- Up to $5,500 as a third-, fourth-, or fifth-year undergraduate

Date funding begins is based on each student's individual program of study.

Direct Unsubsidized Loan

This program is available to undergraduate, graduate, and professional students to assist with educational expenses. Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. Interest accrues while you are attending. More information about specific interest and origination rates can be found at **https://studentaid.gov/understand-aid/types/loans/interest-rates**. Repayment is

not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six-month grace period when they cease attendance or attend less than half time. More information about loan repayment can be found at **https://studentaid.gov/manage-loans/repayment**.

Direct Unsubsidized Loan Amount: Awarded amounts may vary by your dependency status and Direct Subsidized Loan eligibility. For each academic year prior to July 1, 2026, a student may borrow:

- Up to $9,500 as a first-year undergraduate
- Up to $10,500 as a second-year undergraduate
- Up to $12,500 as a third-, fourth-, or fifth-year undergraduate
- Up to $12,500 as a fifth-year undergraduate credential student
- Up to $20,500 as a graduate student
- Up to $33,000 as a graduate student in certain health professions

Dependent student's Direct Unsubsidized Loan amount eligibility may vary.

Aggregate Loan Limits

- Dependent Undergraduate: $31,000 ($23,000 maximum subsidized)
- Independent Undergraduate: $57,500 ($23,000 maximum subsidized)
- Graduate: $138,500 ($65,500 in subsidized)
- Graduate in certain health professions: $224,000 ($65,500 in subsidized)

Direct Unsubsidized Loan Amount: For each academic year after July 1, 2026, a student may borrow:

- Up to $9,500 as a first-year undergraduate
- Up to $10,500 as a second-year undergraduate
- Up to $12,500 as a third-, fourth-, or fifth-year undergraduate
- Up to $12,500 as a fifth-year undergraduate credential student
- Up to $20,500 as a graduate student
- Up to $50,000 as a graduate student in certain health professions

Dependent students' Direct Unsubsidized Loan amount eligibility may vary.

Aggregate Loan Limits

- Dependent Undergraduate: $31,000 ($23,000 maximum subsidized)
- Independent Undergraduate: $57,500 ($23,000 maximum subsidized)
- Graduate (Non-Professional Degrees): $100,000 (not including UG)
- Graduate (Professional Degrees): $200,000 (Combined GP/not including UG)
- Lifetime Limit (All Levels; PLUS Loans lus excluded): $257,500*

*without regard to any amounts repaid, forgiven, canceled, or otherwise discharged

Note: The graduate loan limit includes any Direct Loans borrowed as an undergraduate. Students may view their borrowed loan amounts via NSLDS. A link to the NSLDS website is available via the University's consumer information or directly at: **https://www.nu.edu/administrations/financial-aid-and-scholorships/financial-aid-programs/**.

Direct PLUS Loans

Direct PLUS Loans are available to parents of dependent undergraduate students and graduate or professional students to assist with educational expenses not covered with other financial aid. PLUS loans aren't based on need and require a credit check.

Federal Direct Loan Interest Rates and Fees

Interest rates and origination fees vary depending on when your aid is disbursed. Specific rates and fees are available on the FSA website. A link to the FSA website in available via the University's consumer information page or directly at: **https://www.nu.edu/admissions/financial-aid-and-scholarships/financial-aid-programs/**.

Institutional Information

Net Price Calculator (NPC)

National University (NU) provides prospective students with a calculator designed to give them an early indication of how much and what types of financial aid they may qualify for if they were attending school full-time in the academic year indicated. The goal is to provide students with a clear picture of options and opportunities so they may make more informed decisions about their college choices. A link to the College Board's NPC is available on the University's consumer information page at **https://www.nu.edu/consumer-info/**.

Cohort Default Rates (CDR)

National University (NU) provides prospective students with the University's annual FSA loan default rate to give them an indication of how many students who borrowed FSA loan funds from the University are not paying back their FSA loans. The goal is to provide students with an indicator regarding the percentage of students who do not repay their loans after graduating or withdrawing from the University. A link to NU's current and prior two year's default rates is available on the University's consumer information page at: **https://www.nu.edu/consumer-info/**.

Tuition and Fees

National University (NU) provides prospective students with a straightforward, easy to understand tuition and fee structure that includes a cost per course tuition rate or cost per term tuition rate and minimal additional fees. NU attempts to keep book costs and other miscellaneous program fees to a minimum. Upon enrollment, each student is informed of any additional fees that are not included in the cost per course tuition rates or or cost per term tuition rate. National University (NU) tuition and fee costs for all of its programs are available on the University's consumer information page at: **https://www.nu.edu/consumer-info/** and at: **https://www.nu.edu/admissions/tuition/**.

Textbooks

National University (NU) has partnered with the largest textbook supplier and distributor in the nation, Barnes and Noble College (BNC) Services and MBS Direct. This partnership is intended to enhance the student experience by offering competitive pricing, quicker access, and additional purchasing choices for course materials.

To support student success, NU has negotiated an institutional agreement to lower costs on New and Used textbooks and offer free two (2) day shipping on domestic orders fulfilled by MBS Direct. In addition, the Guaranteed

Buyback Program and Digital Marketplace serve as great resources that can further reduce a student's cost of attendance.

The University's Online Bookstore is built around a course-driven system that ensures students order and receive the right book in a timely manner. Student textbooks and course materials are shipped from a state-of-the art warehouse that is fully operational 24 hours a day, five (5) days a week.

Completion or Graduation Rate

National University (NU) annually prepares its graduation rates and makes these rates available to enrolled and prospective students via its consumer information page at: **https://www.nu.edu/consumer-info/**.

National University reports disaggregated graduation rates by gender, major racial and ethnic subgroups (as defined by IPEDS).

The "Student Right to Know" or IPEDS graduation rate tracks the progress of students who began their studies as full-time, first-time degree or certificate-seeking students to see if they complete a degree or other award such as certificate within 150% of "normal time" for completing the program in which they are enrolled. NU does not disaggregate SRTK graduation by recipients of Federal Student Financial Aid recipients as the number is too small (30 students at last reporting) to disclose or report and protect student privacy. Not all students are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

Student Right to Know graduation and retention rates can be found on the NCES website at: **https://nces.ed.gov/collegenavigator/?q=national+university&s=all&pg=2&id=119605#retgrad**.

NU graduation rates for all students can be found on the NU graduation rate dashboard on the student achievement website at: **https://studentachievement.nu.edu/institutional-data.html**.

Graduate diversity is also available as a Graduate Report as part of the Student Demographics dashboard.

NU graduation rates for all students can be found on the NU graduation rate dashboard on the student achievement website at: **https://studentachievement.nu.edu/institutional-data.html**.

NU does not calculate job placement rates and thus does not provide the following consumer information: Job Placement Rates, Placement in Employment, and Types of Graduate and Professional Education in which the Institution's Graduates enroll.

Annual Security Report

National University (NU) recognizes that crime prevention is the responsibility of each person working at, attending school at, or visiting a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior. The University is, therefore, committed to providing a safe environment for learning and working.

The Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report to all current faculty, staff, and students and notice of its availability to prospective students, faculty and staff. The annual security report includes statistics for the previous three years concerning

reported crimes that occurred on campus, in certain off-campus buildings, or on property owned or controlled by National University, and on public property within, or immediately adjacent to and accessible from the campus. The report also include institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention and the reporting of crimes, sexual assault, and other matters.

NU's current and past annual security reports are available on the University's consumer information website at: **https://nu.edu.our-university/annual-safety-and-security-report/**. The annual report is released in January of each year by the Legal/Regulatory department. A paper copy will be provided upon request.

Timely Warnings and Emergency Notifications

National University (NU) recognizes that crime prevention is the responsibility of the University and each person working at, attending school at, or visiting a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior.

The University's Emergency Operations information line is 1-844-AlertNU or 1-844-253-7868. This recorded information line is updated in the event of a campus emergency.

Reporting Health and Safety Concerns

Students, faculty, staff, and guests should immediately report health and safety concerns to campus or security personnel. If a campus security officer cannot be reached, request to speak with the center director or another staff member since they will be able to assist in reaching the security officer. The Campus Safety and Security team may be reached directly via their main line 858-642-8892, mobile line 619-405-4208, or email **safety@nu.edu**.

For concerns that are not an immediate health or safety concern, visit **www.nu.edu/reportit** to connect with the appropriate department.

Emergency Procedures

University team members are advised to program the following numbers in their mobile phones in the event of an emergency and should note that campus phone will require "9" to be entered to reach an outside line. Incidents occurring on any campus can be reported to the Director of Security for immediate assistance.

- Office Phone: 858-642-8191
- Mobile Phone: 619-405-4208
- General Emergency Number: (844) SOS-NAVI; 844-767-6284

All work-related injuries or illnesses must be reported to Human Resources within 24 hours:

- Office Phone: 858-642-8191
- Email: **benefits@nu.edu**

If an incident is in progress and someone is unable to call but has access to email, a message will need to be sent instead to **incidents@nu.edu**. This notifies Human Resources, Information Technology, Regional Operations and Safety and Security. All Security Officers are equipped with a cell phone. Please contact your Center Director for your officer's number.

Active Shooter

If an active shooter is in the vicinity: RUN.HIDE.FIGHT

- Remain calm. Survey your surroundings for a safe escape route.
- RUN. Relocate to a safe location.
- If there is an escape path, attempt to evacuate to a safe location.
- Leave your belongings behind. Staying out of harm's way is your top priority.
- Help others escape, if possible.
- Prevent others from entering the area.
- Call 911 when you are safe. Report location of injured and if possible, description of the assailant.
- Hide. If evacuation is not possible, find a place to hide.
- Loco and/or blockade the door.
- Silence your cell phone.
- Hide behind large objects, out of the assailant's view.
- Remain very quiet.
- Prepare to evade or defend.
- Fight. As a last resort, and ONLY if your life is in danger.
- Attempt to incapacitate the intruder.
- Act with physical aggression.
- Improvise weapons
- Commit to your actions

When Law Enforcement Arrives:

- Remain calm and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for the injured is on its way.
- Wait for further instructions. Do not drive away unless instructed to do so.

Building Evacuation

- When an alarm sounds or an emergency is communicated, evacuate the building IMMEDIATELY.
- Pull the fire alarm if you discover a fire.
- Do not lose your life over your possessions. If time allows, take your keys and cell phone.
- CLOSE but do not lock doors as you leave.
- Look for the nearest doorway marked EXIT and/or proceed to the nearest safe stairway and exit the building quickly.
- Do not use elevators.
- Be certain all persons in the area are evacuated, if possible.
- Help those who need special assistance.
- Report immediately to the designated assembly area for a head count. Report anyone missing or injured.
- Wait for instructions from emergency personnel. Do not leave until told to do so.

Earthquake

Before:

- Decide where you can take cover when tremors start.
- Clear the area underneath your desk of boxes or other items.
- Store your Grab-in-Go bag underneath your desk or table.
- Secure bookshelves or partitions to walls.
- Keep overhead bins locked.
- Prepare a kit for home. (3 day supply of food and water, First Aid kit, blankets, flashlights, radio, and batteries).
- Store a pair of shoes and flashlight in a bag and tie it to your bedpost.
- Establish an out-of-state contact.
- Join your local Community Emergency Response Team (CERT)

During:

- Resist the urge to panic and flee. Remain calm.
- Protect yourself from falling or flying objects.
- Get under or beside something that is sturdier than you.
- Stay away from large windows, shelving systems, or tall room partitions.
- DROP onto your hands and knees and take cover underneath a desk, table, or stairwell; or beside an interior wall or sofa.
- Do not stand in doorways. Doors can swing violently, resulting in smashed or broken fingers.
- COVER the back of your head and clasp your hands behind your neck. Bend over to protect your vital organs.
- If you are in a wheelchair, set your parking brake, lean forward and cover your neck with your hands and arms, or other items.
- Close your eyes and mouth to protect against dust and debris.
- HOLD ON to desk or table legs so that you can remain covered; or on to a sofa leg. Be prepared to move with your shelter.
- Remain sheltered until shaking stops.
- Prepare for aftershocks, power outages, sounding alarms, activated fire sprinklers, and noise from broken glass, creaking walls, or falling objects.
- If you are inside, stay inside.

If you are outside:

- Resist the urge or running towards a building
- DROP,COVER and HOLD ON
- Drop down to your hands and knees
- Cover your head with your arms, clasping your hands behind your neck.
- Bend over to cover your vital organs and hold on
- If you can move safely, relocate to an open area away from overhead power lines, building facades, or windows.

If you are at a desk or table located near a window:

- Get underneath the desk or table and pull in a chair as close as you can to protect yourself from flying glass.

If you are driving:

- Gradually decrease speed and pull over to the side of the road.
- Do not stop under overpasses or bridges.
- Set you parking break.
- Turn on the radio and listen to emergency alerts.
- If a power line falls on your car, call 911 and remain inside your vehicle. Do now touch windows, doors, or any metal surfaces.

If you are in a stadium/theater/auditorium/classroom

- DROP to your hands and knees, in between the seats.
- COVER your neck with your hands and arms. Bend over to cover your vital organs.
- HOLD ON to a chair leg with one hand, while protecting your head and neck with your other arm.
- Close your eyes and mouth to protect against dust and debris.

If you are sitting in a restroom stall.

- Bend towards you knees.
- Cover your head with your arms to protect yourself from falling objects.
- Close your eyes and mouth to protect against dust and debris.

If at the grocery store:

- Resist the instinct to run.
- DROP, COVER, and HOLD ON.

After:

- Retrieve your dusk mask from your GRAB-n-GO bag and use it to cover your nose and mouth.
- Check your surroundings before leaving your shelter or bed.
- Be careful of any debris such as broken glass.
- Do not attempt to evacuate unless absolutely necessary.
- If evacuating, take all essential items (jacket, purse/wallet, cell phone, car and house keys, laptop, etc.) and your Grab-n-Go bag.
- Survey your immediate area for trapped or injured persons and ruptured utilities.
- Provide care for injured and resolve any issues such as chemical spills or other hazards.
- Be prepared for aftershocks by relocating to a safe are and not running.
- If possible, notify your out-of-state contact.

Campus Crime Log

National University (NU) provides a Campus Safety and Security team and maintains a crime log for all campuses. This log is available on its consumer information website at: **https://nupublicresources.blob.core.window.net/campussecurity/nu-crime-log.pdf**.

Other General Disclosures

Consumer Protection Policies

Privacy Policy

National University (NU) is committed to protecting the privacy of students, faculty, team members and all other stakeholders. NU values its users' privacy and has created a Privacy Policy (Policy) to assist in the understanding of how it collects and uses personal information from those who visit its website or make use of its online facilities and services, and what it will and will not do with the information it collects. The NU policy has been designed and created to assure those affiliated with NU of its commitment and realization of its obligation not only to meet, but to exceed, most existing privacy standards. This Policy does not govern the collection and use of information by companies that NU does not control, nor by individuals not employed or managed by NU. This policy is designed to provide the following:

- What personally identifiable information is collected through its website;
- Why NU collects personally identifiable information and the legal basis for such collection;
- How NU uses the collected information and with whom it may be shared;
- What choices are available regarding the use of data; and
- The security procedures in place to protect the misuse of information.

FERPA

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, all National University student records are confidential. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

FERPA Rights

FERPA sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information NU 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.

NU Registrar's office maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA.

Procedure to Inspect and Retrieve Education Records

Under FERPA, students have the right to inspect and review their education records. A student who wishes to inspect and review their records should submit a written request to the University Registrar. Students have the option to inspect their records at the University's San Diego, California location and must present photo identification before access to educational records is allowed. A designated University official must be present when a student wishes to review their records at the San Diego, California location.

For students who cannot reasonably travel to the University's San Diego, California location, copies of records from a student's file can be made available; the student must fill out and submit the 'Request for Educational Records' form.

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

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

Education Records

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

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

Request to Correct Education Records

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

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

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

Disclosure of Educational Records

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

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

- State and local authorities, within a juvenile justice system, pursuant to specific State law

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

Directory Information

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

- Student's name
- Date of Birth
- Email address
- Program(s) of study
- Dates of attendance
- Course schedule and degree plan
- Degrees, certificates and awards granted including conferral date
- Honors or awards received
- Current enrollment status (i.e., active/inactive)
- Undergraduate year (Freshman, Sophomore, Junior, Senior)
- Participation in activities officially recognized by the University

Although directory information can be disclosed without student consent, the University is not required to do so.

Non-Directory Information

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

The University will annually notify students of their rights under FERPA. Students may request nondisclosure of student directory information via a FERPA hold form, in writing, to the Office of the Registrar, National University, 9388 Lightwave Ave. San Diego, CA 92123. Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

*Undergraduate Year - For federal reporting purposes, the year of progress in an undergraduate program is designated according to the total number of semester credits earned towards their bachelor's degree, including credits accepted in transfer (partial semester credits are rounded down):

- Freshman 0-24 semester credits
- Sophomore 25-48 semester credits
- Junior 49-72 semester credits
- Senior 73 or more semester credits

Student Educational Records

NU maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. FERPA covers anyone who is or has enrolled at the University, including;

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

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

The University safeguards this information and to ensure the stakeholders are protected.

The University maintains Enrollment, Financial Aid, and Disciplinary documents for up to five years and Transcript documentation indefinitely.

Vaccination Requirements

National University does not require students to provide proof of vaccination status as most student-related interactions are remote.

Students who are completing in-person clinicals, internships, or student teaching are subject to the external facility's vaccination requirements.

Copyright Infringement and Fair Use

NU is committed to adhering to the provisions of the United States Copyright Law, including peer-to-peer (P2P) file sharing. To learn more about our related policies and procedures, please see:

- **Acceptable Use of Technology and Password Standards**
- **Fair Use of Copyrighted Material**

Student Code of Conduct

NU has a Code of Conduct that supports the University mission to provide access to higher education opportunities that help students become valuable contributors to their communities and within their professions. Each student is expected to understand the terms and conditions set forth in the **Student Code of Conduct** and conduct themselves with academic honesty and personal integrity.

Student Grievance Process

In the event that a student has a complaint or a dispute with the University regarding the University's application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of a grievance.

NU encourages students to attempt to resolve all issues internally with their Academic and Finance Counselor and or Faculty members. This procedure support timeliness, quality, accountability, and ensures that the appropriate institutional levels are involved and resolve matters in an efficient and effective manner. Additionally, it allows those closest to the problem the ability to extend the highest levels of support services.

Academic and Finance Counselors will coordinate and collaborate with required team members, department, and or Schools in pursuit of a student's required response. This ensures that the process is in accordance with policy and reviewed by the necessary parties required to properly address the issue at the appropriate institutional level.

Expected Escalation Levels for Resolution

- First level- Academic and Finance Counselor/Faculty.
- Second level- Team Lead and or Associate Director of Student Financial Services.
- Third level- Sr. Director of Student and Financial Services/Dean or designee.
- Fourth level- VP Operations- Student and Financial Services/Office of the Provost (Depending on the nature of the issue).
- Fifth level- Grievance.

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

Grievance

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

Grievance Evaluation

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

Note: Students may not grieve the stated or published policy of NU. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint.

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

Drug and Alcohol Abuse Prevention Information

National University's (NU) drug and alcohol abuse prevention program and policy is designed to present students and team members of the University with official notification of the applicable policies and penalties related to controlled substances (illicit drugs) and alcohol, as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. Students and team members of the University are required to be aware of and abide by the standards and provisions outlined in this policy statement. NU will distribute this policy to students and team members on an annual basis.

The use, consumption, sale, purchase, possession, manufacture, or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on University property or while engaged in University activities is prohibited. All students and team members are subject to this policy and to applicable federal, state and local laws related to this matter. Any violation of this policy may result in disciplinary actions as set forth in the applicable sections of this policy. NU recognizes that students and team members may, in accordance with the federal, state, and local laws, choose to use

alcohol on their own time. Additionally, the University retains the right to grant limited exceptions to this policy only for the moderate consumption of alcohol during University- sponsored events or meals at which the University deems such moderate consumption to be acceptable.

Students and team members should be aware that there are criminal penalties- under federal, state, and local law- that make it illegal to use, manufacture, sell or possess controlled substances. Students must also be aware that there are federal financial aid penalties for drug-related convictions- received prior to and/or while receiving aid- that can affect student eligibility to receive federal financial aid. For additional information regarding financial aid and the implications of drug-related convictions, please visit the Office of the US Department of Education's Federal Student Aid website.

NU urges individuals with substance abuse problems to seek assistance and support. Students are encouraged to seek help through available national and community resources and hotlines, including, but not limited to, the following examples:

National Council on Alcoholism and Drug Dependence, Inc. (NCAD)

Telephone: 1-800-NCA-CALL (622-2255)

Substance Abuse and Mental Health Services Administration (SAMHSA)

Telephone: 1-800-662-HELP (4357)

Website: **http://www.samhsa.gov/**

Treatment Finder: **https://findtreatment.samhsa.gov/**

National Institute on Alcohol Abuse and Alcoholism (NIAA)

Telephone: 1-800-662-HELP (4357)

Website: **http://www.niaaa.nih.gov**

Treatment Finder: **http://www.niaaa.nih.gov/alcohol-health/support-treatment**

National Institute on Drug Abuse (NIDA)

Telephone: 1-800-662-HELP (4357)

Website: **http://www.drugabuse.gov/**

Alcoholics Anonymous (AA)

Telephone: see local telephone directories

Website: **http://www.aa.org/Al-Anon**

Telephone: 1-888-425-2666

National Cocaine Hotline

Telephone: 1-800-COCAINE (262-2463)

Addiction Group

Telephone: 855-217-2693

Website: **https://www.addictiongroup.org**

Treatment Information: **https://www.addictiongroup.org/treatment/**

Team members are eligible to participate in the University's Employee Assistance Program at no additional cost. Team members are encouraged to contact Human Resources with additional questions.

There are serious physical and psychological health implications associated with the use and or abuse of drugs and alcohol that vary based on the frequency, extent, and intensity of consumption. When consumed in excess, drugs and alcohol can also lead to overdose or death. Drug use can cause changes in the brain that result in memory and cognition problems or lead to more severe consequences such as seizures, stroke, and possible brain damage. Alcohol use can impair brain function and motor skills; excessive use can increase the risk of certain cancers, stroke, and liver disease. Drug and alcohol use while pregnant may result in a number of health complications for the fetus such as premature birth, miscarriage, and low birth weight. For more information on the use of drugs and or alcohol and its effects on the brain and body, visit the National Council on Alcoholism and Drug Dependence.

Students and team members found participating in the use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs, drug paraphernalia, and or alcohol while on University property or while engaged in University activities shall be subject to disciplinary sanctions on a case by case basis. Students are expected to conduct themselves professionally and refrain from acts of misconduct set forth in the Student Code of Conduct published in the Catalog. Suspected acts of misconduct or violations of this policy should be reported to the appropriate authority for review and submission of the Suspected Code of Conduct Violation form. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University. Team members are expected to observe high standards of ethical, moral ,and legal business conduct as outlined in the Team Member Handbook. Violation of these standards of conduct or this policy may result in corrective action, up to and including termination of employment. Suspected violations should be reported to a member of leadership or the Human Resources office.

New employees will receive a copy of this policy during the New Employee Orientation process, and all other employees will receive their annual notice of the policy during the annual Compliance Training process as implemented by Human Resources.

New students will receive a link to the policy on their Enrollment Agreements, with all other students receiving their annual notice no later than August 31.

Voter Registration Information

National University (NU) provides voter registration information for its students on its consumer information website at: **https://www.nu.edu/consumer-info/**.

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, update registration information due to a change of name, make a change of address, or to register with a political party. The national form also contains voter registration rules and regulations for each state and territory. In order to use this form for

state registration purposes, the citizen must follow the state- specific instructions listed for their state. After completing the form, it must be signed and sent to the state or local election office for processing.

For more information about registering to vote, contact a state-specific election office. To register to vote by following your state-specific instructions and using the National Mail Voter Registration form, go to **https://www.eac.gov/voters/national-mail-voter-registration-form**.

Consumer Information Review Process

Topic	Team Responsible	Annual Review Due Date	Remediation Due Date	Annual Notice Required?	Method of Notice
Annual Notices to Enrolled Students^	Student and Financial Services	June 30	July 31	Yes	Email
Financial Aid Info^	Student and Financial Services	June 30	July 31	Yes	Website
Institutional Info^	Academic Affairs	June 30	July 31	Yes	Website
Completion/Grad Rates^	Data Operations	July 31	August 31	Yes	Website
Annual Security Report*	Legal/Regulatory	January 31	February 28	Yes	Website
General Disclosures^	Academic Affairs	June 30	July 31	Yes	Email
State-Required Consumer Information^	Academic Affairs	June 30	July 31	No	Website
Accrediting Agency Information^	Academic Affairs	June 30	July 31	Yes	Website
Title IV Loan Counseling~	Student and Financial Services	June 30	July 31	No	Email

*Students will be notified no later than February 28 by the Legal/Regulatory team that the annual Security Report is available on the National University website, with paper copies available upon request.

^An annual notice with links to all required annual disclosures will be sent out no later than August 31 by the Student and Financial Services team.

~Counseling information will be provided to each student on a case-by-case basis.

Entrance Counseling will be communicated to new financial aid- receiving students by the Academic and Financial Counselor team, as needed, in the packaging process.

Exit Counseling will be communicated by the Processing team either during the R2T4 process if a student withdraws, or within 30 days of the student completing their degree program.

State-Required Consumer Information

State Authorization of Distance Education

States have varying rules, requirements and regulations that govern online (distance) education offered by out-of-state postsecondary intuitions. These rules require higher education institutions that offer distance education to state residents to either register, obtain licensure or certification approval, a letter of exemption, or other certification from the relevant state agencies. For states in which NU lacks a physical presence, which may be defined differently by state, the University is not required to obtain authorization. Many of these regulations also apply to field experience (e.g., internships, practicums, clinicals, etc.) in the state.

National University (NU) researches and monitors state authorization requirements in each state and continues to make good faith efforts to secure the appropriate authorization and/or licensure to offer online programs in each state for student enrollment. NU may have programs that are unauthorized in various states and is therefore unable to offer those programs to students residing in states.

State Relocation Notice

Students who relocate while enrolled may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Prospective students should contact their Admission Advisor to discuss hot relocation could alter their eligibility, while current student should contact their Academic and Finance Counselor if they are considering relocating during their course of study.

Since the University must be authorized/approved to offer programs in each state, there may be consequences for applicants and students who relocate to a state or country where the institution does not meet state requirements or has yet to be approved. There are also program limitations even in states where the university is authorized/approved; for states with an authorized/approved status, applicants/students may not be able to apply, continue, or change to a particular program, as not all programs may be approved by a state licensing authority. In these cases, these programs cannot be offered to students residing in that state.

Professional Licensure/Certification

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. Students intending to seek licensure of any type must acknowledge their degree program at National meets the licensing requirements of the intended state, school districts, professional associations, or agencies where they intend to seek licensure. A student who changes their state of residence while enrolled in a program may become ineligible for Title IV Higher Education Act funding if the change in residence results in a student participating in a program in a state in which NU does not meet licensure or certification requirements in that new state of residence.

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state. Prospective and current students should review the University's Licensure Disclosures for more information related to these programs. Individuals considering a program that leads to a professional license/certification should be aware that requirements for professional licensure can vary drastically by state, and these requirements can change frequently and often without notice. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements. Students considering a program that leads to a professional license are highly encouraged to contact the appropriate licensing agency and organization(s) in that

state to seek information and additional guidance before beginning the program; students should also continually monitor changes throughout the program as licensure requirements may change over time. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), pre and post-degree internship/practicum hours, and other requirements determined by the respective state board.

National University is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location post-degree. National University can provide state licensure/certification requirements to a student. However, NU cannot provide interpretation regarding state licensure/certification requirements.

State-Regulated Refund Policies for Online/Distance Learning

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard refund policy is more beneficial to those students, the University will follow its Institutional Refund Policy. State-specific refund policies are listed in the **Financial Policies** section.

Student Consumer Information

The National University Consumer information page at **https://www.nu.edu/consumer-info/** provides links to a suite of important National University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This information webpage includes resources and links to academic policies, financial aid resources, general institutional information, health, safety and security items, student services, admission expectations, and a variety of other areas. See **https://www.nu.edu/consumer-info/**.

National University is currently registered, licensed, authorized, have a letter of exemption or lack of physical presence in the following states:

State Higher Education Regulatory Agencies
Alabama Commission on Higher Education (ACHE) 100 North Union Street Montgomery, AL 36104 Phone: 334-242-1998 Website: **www.ache.edu** **Alabama Private School Licensure Division** P.O. Box 302130 Montgomery, AL 36130 Phone: 334-293-4500 Website: **www.accs.edu** Street Address 135 S. Union Street Montgomery, AL 36104-4310

State Higher Education Regulatory Agencies
Alaska Commission on Postsecondary Education P.O. Box 110505 Juneau, AK 99811-0505 Phone: 800-441-2962 Website: **https://acpe.alaska.gov/** **Alaska Disclosure**: Whereas National University does not have a physical presence in the state of Alaska, the institution is exempt from authorization under "AS 14.48" and this chapter because all programs are offered online, and distance delivered.
Arizona State Board for Private Postsecondary Education 1740 W. Adams Street, #3008 Phoenix, AZ 85007 Phone: 602-542-5709 Website: **www.azppse.gov** **Arizona Disclosure**: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.
Arkansas Higher Education Coordinating Board 423 Main Street, Suite 400 Little Rock, AR 72201 Phone: 501-371-2000 Website: **www.adhe.edu** **Arkansas Disclosure**: Arkansas Higher Education Coordinating Board Certification does not constitute endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional ad program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.
California Bureau for Private Postsecondary Education Mailing Address: P.O. Box 98018 West Sacramento, CA 95798-0818 Phone: 916-431-6959 Website: **www.bppe.ca.gov** Physical Address: 2535 Capital Oaks Drive, Suite 400 Sacramento, CA 95833
Colorado Department of Higher Education 1600 Broadway, Suite 2200 Denver, CO 80202 Phone: 303-862-3001 Website: **https://highered.colorado.gov**
Connecticut Office of Higher Education 450 Columbus Boulevard, Suite 707 Hartford, CT 06103

State Higher Education Regulatory Agencies
Phone: 860-947-1824 Email: **Emily.Bjornberg@ct.gov**
Delaware Department of Education 401 Federal Street, Suite 2 Dover, DE 19901 Phone: 302-735-4000 Website: **https://education.delaware.gov/**
District of Columbia Higher Education Licensure Commission (HELC) Office of the State Superintendent of Education 1050 First Street, NE, 5th Floor Washington, DC 20002 Phone: 202-727-6436 Website: **www.helc.osse.dc.gov** **District of Columbia Disclaimer**: National University has an account for student indemnification in the manner of surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.
Florida Department of Education **Commission for Independent Education** 325 W. Gaines Street, Suite 1414 Tallahassee, FL 32399-0400 Phone: 850-245-3212 Website: **www.fldoe.org**
Georgia Nonpublic Postsecondary Education Commission 2082 E Exchange Place, Suite 220 Tucker, GA 30084-4113 Phone: 770-414-3300 Website: **https://gnpec.georgia.gov/**
Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs P.O. Box 541 Honolulu, Hawaii 96809 Phone: 808-586-7327 Website: **www.cca.hawaii.gov/hpeap**
Idaho State Board of Education 650 W. State Street, 3rd Floor Boise, ID 83720-0037 Phone: 208-334-2270 Website: **www.boardofed.idaho.gov**
Illinois Board of Higher Education 1 North Old State Capital Plaza, Suite 333 Springfield, IL 62701-1377 Phone: 217-782-2551 Website: **www.ibhe.org**
Indiana Commission on Higher Education 101 W. Ohio Street, Suite 300 Indianapolis, IN 46204-4206

State Higher Education Regulatory Agencies
Phone: 317-464-4400 Website: **www.in.gov/che**
Iowa Department of Education - Bureau of Iowa College Aid 4400 E. 14th Street Des Moines, IA 50319 Phone: 877-272-4456 Website: **https://educate.iowa.gov/higher-ed/student-complaints** **Iowa Disclosure:** A registered school must comply with the requirements of Iowa Code 261.9(1)(g). This law requires schools to adopt a military tuition and fee refund policy for a student who is a member (or the spouse of a member if the member has a dependent child), of the Iowa national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty. This policy should allow the student to: 1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees. 2. Make arrangements with the student's instructors for course grades or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full. 3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.
Kansas Board of Regents 1000 S.W. Jackson Street, Suite 520 Topeka, KS 66612-1368 Phone: 785-430-4240 Website: **http://www.kansasregents.gov/** **Kansas Disclosure**: National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents. The University catalog outlines the process for filing and resolution of student complaints. If the student grievance cannot be resolved after exhausting the University's grievance procedure, Kansas residents may file a complaint with the Kansas Board of Regents. The Board's address is 1000 S.W. Jackson, Ste. 520, Topeka, KS 66612.
Kentucky Council on Postsecondary Education 100 Airport Road, Third Floor Frankfort, KY 40601 Phone: 502-573-1555 Website: **www.cpe.ky.gov**
Louisiana Board of Regents 1201 N 3rd Street, Suite 6 Baton Rouge, LA 70802 Phone: 225-342-4253 Website: **www.regents.la.gov**

State Higher Education Regulatory Agencies
Louisiana Disclosure: National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credits, nor signify that programs are certifiable by any professional agency or organization.
Maine Department of Education 23 State House Station Augusta, ME 04333 Phone: 207-624-6600 Website: **www.maine.gov/doe/home**
Maryland Higher Education Commission (MHEC) 217 East Redwood Street, Suite 2100 Baltimore MD 21202 Phone: 401-767-3300 Email: **collegiatecomplaint.mhec@maryland.gov** Website: **https://mhec.maryland.gov/Pages/default.aspx** **Maryland Disclosure:** National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General. **Maryland Office of the Attorney General Student Grievance Information:** **https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx**
Massachusetts Department of Higher Education 1 Ashburton Place, Room 1401 Boston, MA 02108 Phone: 617-994-6950 Website: **https://www.mass.gov/orgs/department-of-higher-education**
Michigan Department of Licensing and Regulatory Affairs 611 W. Ottawa P.O. Box 30004 Lansing, MI 48909 Phone: 517-355-9700 Website: **www.michigan.gov/lara**
Minnesota Office of Higher Education 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108-5227 Phone: 651-642-0567 Website: **www.ohe.state.mn.us** **Minnesota Disclosure:** National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions. Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should made note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota.

State Higher Education Regulatory Agencies
ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete the other English or Communications classes to satisfy the Minnesota Degree Standards.
Mississippi Commission on College Accreditation 3825 Ridgewood Road Jackson, MS 39211-6453 Phone: 601-432-6372 Website: **http://www.mississippi.edu/mcca/** **Mississippi Disclosure:** Effective January 30, 2025, National University (NU) discontinued operations in Mississippi and is no longer offering educational programs to students located in the state. NU is not accepting new enrollments from Mississippi residents. Mississippi residents who are currently enrolled in National University programs may continue in their programs through completion. However, if a student withdraws or takes a break in enrollment, it may affect their ability to return or re-enroll if they continue to reside in Mississippi.
Missouri Department of Higher Education and Workforce Development P.O. Box 1469 Jefferson City, MO 65101 Phone: 573-751-2361 Website: **https://dhewd.mo.gov/**
Montana Board of Regents 2500 Broadway Street P.O. Box 203201 Helena, MT 59620-3201 Phone: 406-444-6570 Website: **http://www.mus.edu/board**
Nebraska Coordinating Commission for Postsecondary Education P.O. Box 95005 Lincoln, NE 68509-5005 Phone: 402-471-2847 Website: **http://www.ccpe.nebraska.gov/** Physical Address 140 N. 8th Street, Suite 300 Lincoln, NE 68508
Nevada Commission on Postsecondary Education Commission 2800 E. St. Louis Las Vegas, NV 89104 Phone: 702-486-7330 Website: **http://www.cpe.nv.gov** **Nevada Disclosure**: National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.
New Hampshire Department of Education 25 Hall Street Concord, NH 03301-3860 Phone: 603-271-3494 Website: **https://www.education.nh.gov/**

State Higher Education Regulatory Agencies
New Jersey Commission on Higher Education 20 W. State Street P.O. Box 542 Trenton, NJ 08625 Phone: 609-292-7225 Website: **https://www.state.nj.us/highereducation/**
New Mexico Higher Education Department 2044 Galisteo Street, Suite 4 Santa Fe, NM 87505 Phone: 505-476-8400 Website: **https://hed.nm.gov/** **New Mexico Disclosure**: If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, New Mexico residents may file a complaint with the New Mexico Higher Education Department. The Department's address is: 2048 Galisteo Street, Santa Fe, NM 87505-2100, Telephone: 505-476-8400
New York Office of College and University Evaluation New York State Education Building 89 Washing Avenue Albany, NY 12234 Phone: 518-486-3633 Website: **http://www.nysed.gov/college-university-evaluation**
The University of North Carolina System Board of Governors 223 S. West Street, Suite 1800 Raleigh, NC 27603 Phone: 919-962-1000 Website: **http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department**
North Dakota University System 10th Floor, State Capitol 600 E. Boulevard Ave. Dept. 215 Bismarck, ND 58505-0230 Phone: 701-328-2960 Website: **http://www.ndus.edu**
Ohio Board of Regent 25 South Front Street Columbus, OH 43215 Phone: 614-466-6000 Website: **http://www.ohiohighered.org**
Oklahoma State Regents for Higher Education 655 Research Parkway, Suite 200 Oklahoma City, OK 73104 Phone: 405-225-9100 Website: **http://www.okhighered.org**
Oregon Higher Education Coordinating Commission 3225 25th Street SE Salem, OR 97302 Phone: 503-373-0003

State Higher Education Regulatory Agencies
Website: **http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx** **Oregon Disclosure**: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to **complaints@hecc.oregon.gov**.
Pennsylvania Department of Higher Education 333 Market Street Harrisburg, PA 17126 Phone: 717-783-6788 Website: **http://www.education.pa.gov/Pages/default.aspx**
Puerto Rico State Higher Education Agency Council on Education of Puerto Rico P.O. Box 19900 Ave. Ponce de Leon 268 Edificio Hato Rey Center Piso 15 Hato Rey, PR 00918 Phone: 787-641-2121 Website: **http://www.ce.pr.gov**
Rhode Island Board of Governors for Higher Education 560 Jefferson Boulevard, Suite 100 Warwick, RI 02886 Phone: 401-736-1100 Website: **https://www.riopc.edu/**
South Carolina Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 29201 Phone: 803-737-3476 Website: **http://www.che.sc.gov**
South Dakota Board of Regents 306 E. Capitol Avenue, Suite 200 Pierre, SD 57501 Phone: 605-773-3455 Website: **https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx**
Tennessee Higher Education Commission 312 Rosa Parks Ave, 9th Floor Nashville, TN 37243 Phone: 615-741-3605 Website: **http://www.tn.gov/thec.html** **Tennessee Disclosure**: Any authorizations must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, heath and safety, and fiscal responsibility. **Tennessee Residents**: Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, 615-741-5293

State Higher Education Regulatory Agencies
Texas Higher Education Coordinating Board Mailing Address: P.O. Box 12788 Austin TX 78711 Phone: 512-427-6223 Website: **https://www.highered.texas.gov/** Delivery Address: 1801 N. Congress Avenue, Suite 12.200 Austin TX 78711 **Texas Disclosure**: National University has permission to operate in the state of Texas and has been institutionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas.
Texas Workforce Commission Career Schools and Colleges 101 East 15th Street Austin, TX 78778-001 Phone: 512-463-2222 Website: **www.twc.texas.gov** **Texas Disclosure**: Exemption status means National University is not approved or regulated by the Texas Workforce Commission. This means the Texas Workforce Commission has not approved the curriculum, classrooms, teachers, or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation, or licensure of any courses under Texas law.
Utah Division of Consumer Protection 160 East 300 South, Second Floor Salt Lake City, UT 84114 Phone: 801-530-6601 Website: **http://www.consumerprotection.utah.gov**
Vermont Agency of Education 1 National Life Drive, Davis 5 Montpelier, VT 05620-2501 Phone: 802-828-1130
Virginia State Council of Higher Education for Virginia 101 N. 14th St., 10th Floor James Monroe Building Richmond, VA 23219-3659 Phone: 804-225-2600 Website: **http://www.schev.edu**
Washington Student Achievement Council 917 Lakeridge Way, SW Olympia, WA 98504-3430 Phone: 360-753-7800 Website: **www.wsac.wa.gov**

State Higher Education Regulatory Agencies
Washington Disclosure: "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree **authorization@wsac.wa.gov**." "The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credited earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned". "For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit **www.wsac.wa.gov/loan-advocacy** or contact the Student Loan Advocate at **loanadvocate@wsac.wa.gov**."
West Virginia Higher Education Policy Commission 1018 Kanawha Blvd. East, Suite 700 Charleston, WV 25301-2800 Phone: 304-558-2101 Website: **http://www.wvhepc.edu**
Wisconsin Educational Approval Board Mailing Address: P.O. Box 8666 4822 Madison Yards Way Madison, WI 53705-8366 Website: **www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx** **Wisconsin Disclosure**: Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topic pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than $150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.
Wyoming Department of Education 2300 Capitol Avenue Hathaway Building, 2nd Floor Cheyenne, WY 82002-0050

State Higher Education Regulatory Agencies
Phone: 307-777-7690 Website: **http://www.edu.wyoming.gov**
WASC Senior College and University Commission (WSCUC) 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 Phone: 510-748-9001 Email: **wascsr@wascsenior.org** Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC): Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at **wascsr@wascsenior.org**. Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the **WASC Document List**.

Complaints

Each institution of higher education is required to provide all prospective and current students with the contact information for the state agency, or agencies that handle complaints against postsecondary education institutions offering online (distance) learning within that state.

If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity. Please contact our Student Concierge Service at 1-866-NU-ACCESS (1-866-682-2237) or email **scs@nu.edu** with any concerns or questions. Should a student wish to file a complaint in their home state, they should select the state contact per above.

Accrediting Agency Consumer Information

National University (NU) shares with students that accreditation is a process of institutional peer review performed by objective, not-for-profit external agencies and that the goal of accreditation is to ensure institutions of higher education meet acceptable levels of quality. These agencies evaluate colleges, universities and educational programs for continuous quality. In other words, accreditation is a higher education seal of approval for schools, employers, and most importantly, for students. Students who earn a degree at an institutionally accredited institution can be confident that the quality of education, and commitment of an institution to maintain and improve quality, meets the standards of the accrediting body.

Since 1977, NU has been accredited by the WASC Senior College and University Commission (WSCUC). The commission accredits institutions rather than individual programs. Therefore, in addition to assessing the academic quality and educational effectiveness of institutions, the Commission emphasizes institutional structures, processes, and resources. The accreditation process is aimed at:

- Assuring the Community of Quality
- Developing and Applying Standards
- Promoting a Culture of Evidence
- Promoting Engagement

- Developing Adaptive Systems
- Promoting the Exchange of Ideas

Title IV Loan Counseling

National University (NU) ensures all undergraduate student loan borrowers who have not received a prior FSA loan disbursement and all graduate PLUS loan borrowers who have not received a prior FSA graduate PLUS loan disbursement receives entrance counseling prior to their first disbursement.

Entrance Counseling

National University (NU) identifies first-time borrowers and notifies those students via email regarding the entrance counseling requirements and directs them to the Department of Education's online tool at **www.studentaid.gov**. NU will not disburse FSA loan funds prior to verifying the student's entrance counseling is complete.

Exit Counseling

National University (NU) identifies students who have withdrawn, enrolled and failed to return, or graduated from their program of student and notifies those students, via email within 30 days after they complete their program or the date they were determined to have left their program, regarding the exit counseling requirement and directs them to the Department of Education's online tool at **www.studentaid.gov**.

Assessing Student Learning in Programs and Academic Program Review

The National University community is actively engaged in knowing what students are learning and using that information to guide program improvement. Standards of performance are measured on an ongoing basis through National University's regular assessment cycle, which exists in relationship with the mission, values, and strategic planning of the institution. The annual assessment process, where learning outcomes assessment occurs, is called the Academic Program Annual Review (APAR). Within the context of the APAR process, all degree programs as well as the undergraduate general education program are required to articulate Program Learning Outcomes (PLOs) that indicate the standards of performance expected of each program graduate. The annual APAR provides for regular and ongoing opportunities for faculty engagement and reflection based on learning results. Both qualitative and quantitative data are critical components of the APAR. On an annual basis, degree programs collect and assess student performance relative to the Course Learning Outcomes (CLOs). In most programs, direct assessment strategies collate data from individual instructors' assessments of student work from their own courses utilizing a course-specific rubric or exam question associated with one or more of the CLOs. Additionally, student exit surveys or focus groups are analyzed against benchmarked standards. The University's Five-Year Program Review (FYR) identifies the strengths and seek out areas in which improvements can be made to the academic program of study that will correspondingly enhance the learning experience and academic success of its students. The FYR at National University involves significant collaboration among faculty, staff, students, alumni, administration, and appropriate stakeholders. Each review involves a comprehensive internal and external evaluation of applicable course, program, and institutional data to determine current programmatic effectiveness and make informed recommendations for improvement. Curriculum mapping, comparison of learning outcomes to industry standards for disciplinary competencies (as applicable), use of diverse learning strategies, review of syllabi across the program and modalities for quality and meeting of the credit hour are explored. Additionally, end-of-course student

evaluations include student comments and provide a useful tool for improving course content and faculty performance.

Constitution Day

Constitution Day commemorates the formation and signing of the U.S. Constitution at the Philadelphia Convention on September 17, 1787. National University encourages students and faculty at all levels to learn more about the Constitution and the U.S. government by exploring the links below.

https://www.senate.gov/artandhistory/senate-stories/celebrating-constitution-day.html.

https://www.archives.gov/founding-docs.

College of Business, Engineering, and Technology

School of Business and Economics

Post Baccalaureate Certificate in Business - Management of Virtual Organizations

Description of Program

This post-baccalaureate certificate focuses on acquiring knowledge and skills to support the management of virtual organizations. Students focus on a wide range of topics relevant to the manager overseeing virtual organizations. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as virtual leadership, building trust in virtual teams, and legal and other implications that may arise in virtual organizations.

Click here for potential career opportunities within the Post-Baccalaureate Certificates in Business-Management of Virtual Organizations.

Basis for Admissions

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

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to the University's Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program. Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version. Applying Post-Baccalaureate Certificate coursework towards a master's degree may only occur once during a student's tenure. Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Course Sequence

- MVO-5001 - Virtual Leadership & Team Management
- MVO-5002 - Building Virtual Teams & Trust
- MVO-5003 - Legal & Other Implications in a Virtual Organization
- Any Master's-level course from School of Business and Economics

Master of Business Administration, MBA

Description of Program

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving.

Disclaimer: Students in the Master of Business Administration program can choose between two online delivery modalities, the individual-based instruction model or the group-based instruction model. Once students begin their program, they will remain in the same instructional modality for the duration of the program and will follow the institutional policies aligned with that modality.

Click here for potential career opportunities within the MBA.

Learning Outcomes

- Evaluate financial statements and quantitative information for decision making using appropriate information systems and tools.
- Assess the global supply chain and develop strategies that reach across different countries and cultures.
- Diagnose the systems, processes, and human capital of an organization.
- Understand decision making processes and use those processes to make effective decisions.
- Demonstrate effective communication strategies through the use of media and presentations that includes slide decks, personal presentation, and the creation of audio/visual files.
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business.
- Assess the economic environment within an industry and decide appropriate financial decisions for the firm.

Basis for Admissions

Admission to the Master of Business Administration program requires a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution. In addition to these general requirements, MBA applicants have two options for entering the program:

Direct Entry - Individuals with a previously completed bachelor's degree in business from an institutionally 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 MBA-5102 - Changing Times - Business in the 21st Century, followed by SKS-5001 - Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS-5001 take the remaining courses in their degree plan.

Note: Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-5001 course. This can be discussed with your enrollment or academic and finance counselor.

Students who enter through the evaluation track and do not immediately test out of SKS-5001 prior to having the course placed in their degree plan are not permitted to participate in the Accelerated MBA program.

Degree Requirements

The Master of Business Administration, MBA, requires 30 - 33 semester credit hours for degree completion. The MBA program includes 21 – 24 semester credit hours of foundational courses, which includes the capstone course. Students end the program with 9 semester credit hours of a specialization aligned with a student's career goals and interests.

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

- Research - MBA students are required to show competency in writing skills for research purposes through their coursework.
- Computer Competency - MBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the foundational, specialization, and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Counselors can assist with any questions related to program requirements.

MBA students without an undergraduate degree in business will be allowed to test-out of SKS 5001. Students who score 70 or above will not have to take the SKS course; however, students who score below 70 will be required to take the SKS course and purchase the required materials. Students claiming they have a good grasp of business can demonstrate this by taking the Exam. All students are eligible for this process.

The University may accept a maximum of 3 semester credit hours in transfer toward the Master of Business Administration for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

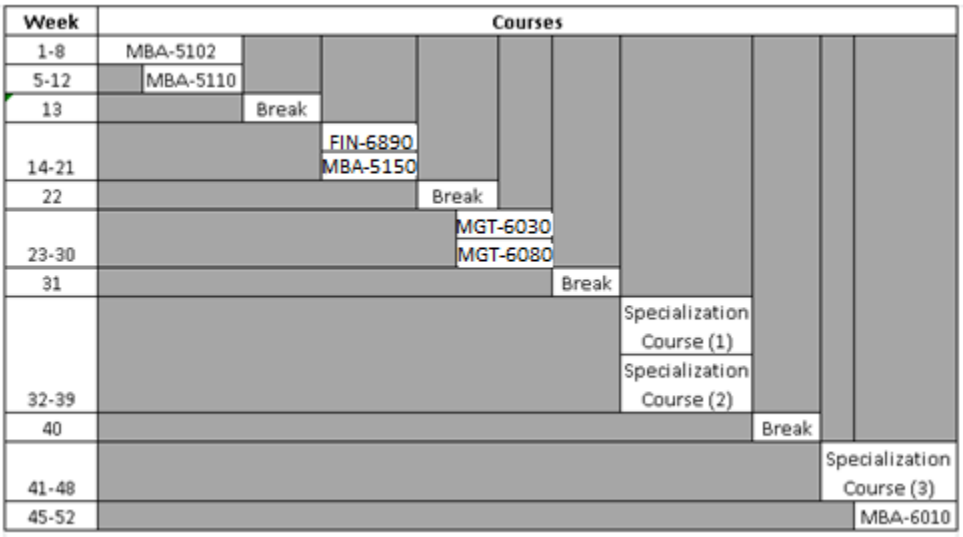
Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Accelerated MBA Scheduling Track

Within the MBA program, the School of Business and Economics offers an Accelerated MBA scheduling track. The Accelerated MBA is not an alternative program, but is a scheduling option designed for students capable of completing an intense, fast-paced, and highly challenging graduate course structure. Students considering the Accelerated MBA track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may interfere with course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MBA track will graduate in 12 months with a Master of Business Administration degree.

Like the non-Accelerated MBA, students are required to complete 30 semester credit hours, which include 18 semester credit hours of foundation course work, 9 semester credit hours of courses from their chosen specialization, and a 3 semester credit hour program capstone course. The second course, MBA-5110, is staggered four weeks following the start of the first course, MBA-5102. The last course in the Accelerated MBA track, MBA-6010, starts four weeks following the start of Specialization Course (3). All other courses are taken in pairs (see course schedule).

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



Course Sequence

The Master of Business program can be completed with a minimum of 30 semester credit hours, but may require additional credit hours, depending on the entry track requirements. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

All Master of Business Administration (MBA) programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic Finance Counselor for more information.

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

- MBA-5102 - Changing Times - Business in the 21st Century
- SKS-5001 - Comprehensive Strategic Knowledge Studies * Entry Track Students
- MBA-5110 - Managing People and Teams
- FIN-6890 - Financial Management
- MBA-5150 - Innovation and Marketing
- MGT-6030 - Business Operations Management
- MGT-6080 - Info & Supply Chain Systems
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MBA-6010 - Strategic Planning

Behavioral Economics Specialization

This specialization prepares students to understand individual and group deviations from economic theory as they relate to social, cultural, emotional, cognitive, and psychological factors. Focus on leadership and decision making. Decision making is explored in the context of managerial economic theory. Further, psychological aspects of economics are evaluated. Included is a consideration of global aspects of behavioral economics. Graduates are prepared to serve in a variety of fields involving leadership, economic decision making and complex analysis of human behavior.

Specialization Courses - 9 credit hours

- BHE-5000 - Managerial Economics and Lead
- BHE-5001 - Psychology of Economics
- BHE-5002 - Behavioral Economics in Global Context

Entrepreneurship Specialization

According to the Kaufmann Foundation, 2015 had the greatest number of start-ups in the last 20 years. The Entrepreneurship MBA at NU takes you beyond the classroom as you build and test your entrepreneurial ideas in real-world scenarios. In our Online MBA Entrepreneurship specialization you will explore various business disciplines, including marketing, finance, operations and strategy, as you develop skills in building businesses, investing in businesses, raising capital and evaluating business opportunities. Entrepreneurship courses emphasize analysis, decision-making and business planning of a real new venture product or service. As a graduate, you can expect to have a solid business plan that is ready to be presented to investors, banks or private entities.

Specialization Course - 9 credit hours

- ENT-5100 - Foundations of Entrepreneurship
- ENT-5115 - New Venture Resource Development and Analysis
- ENT-5125 - Business Plan Creation

Financial Management Specialization

The Financial Management specialization works best for those seeking leadership and analysis positions in the growing, global field of financial management. With coursework applicable to domestic and international businesses, nonprofits, and governmental organizations, your studies will focus on growth and diversification policies, portfolio management, investment banking, merger strategies, exchange rate movement and risk, and case or research projects that analyze contemporary financial issues.

Specialization Courses - 9 credit hours

- FIN-6100 - Topics in Financial Management
- FIN-6310 - Security Analysis & Portfolio
- FIN-6350 - International Finance

Financial Technology Specialization

This Specialization is Currently Not Accepting New Enrollments

This specialization is intended to equip graduate students with core skills needed to thrive in the evolving landscape of financial technology. These innovative and comprehensive courses incorporate elements of finance and technology with the core MBA business curriculum. Students will gain deeper understanding of financial systems, cutting-edge technologies, and develop the strategic acumen required to shape the future of business.

Specialization Courses - 9 credit hours

- FNT-5000 - Introduction to Fin Tech
- FNT-5010 - Gov and Reg for Fin Tech
- FNT-5020 - Data Analytics for Fin Tech

General Business Specialization

The General Business specialization allows students to select courses from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 9 credit hours and may take business courses to fulfill their specialization requirements.

Specialization Courses - 9 credit hours

- FIN-6100 - Topics in Financial Management
- HRM-6370 - Workforce Plan, Dev & Outsource
- GBM-5002 - Global Business Strategic Management

Global Business Management Specialization

Modern business activities have an increasingly global reach. From supply chains to expanding consumer and B2B markets, successful companies and professionals must thoroughly understand international business environments to grow and thrive. With the International Business specialization, you'll explore cultural, economic, and legal issues, as well as international exporting, licensing, franchising, foreign direct investment, outsourcing, risk analysis, and

human capital development. You'll also be able to travel to a foreign location for a full-immersion international experience.

Specialization Courses - 9 credit hour

- GBM-5001 - Global Leadership and Change
- GBM-5002 - Global Business Strategic Management
- IBU-6370 - Comparative International Management

Human Resource Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the global economy.

Specialization Courses - 9 credit hours

- HRM-6030 - Legal, Ethical & Safety Issues
- HRM-6370 - Workforce Plan, Dev & Outsource
- HRM-6670 - Compensation & Benefits

Leadership Studies Specialization

The leadership studies specialization prepares professionals to become problem-solving, change-oriented leaders in diverse, dynamic organizations. The instruction, coursework, and experiential exercises are for those desiring to understand and apply the technical and reflective processes that accompany leadership opportunities in the modern workplace — whether business or nonprofit, domestic or international.

Specialization Courses - 9 credit hours

- LED-6020 - Developing Groups and Teams
- LED-6030 - Leadership in the 21st Century
- LED-6050 - Conflict and Power Dynamics

Project Management Specialization

In NU's online MBA Project Management specialization, you will explore principles, concepts, tools and techniques to improve project performance and organizational effectiveness. Under the guidance of mentoring professors, our MBA in Project Management specialization will have you 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.

Specialization Courses - 9 credit hours

- PM-6004 - Project Risk Management
- PM-6008 - Project Monitoring and Control
- PM-6020 - Management, Leadership and Team Building in the Project and Program Environment

Strategic Marketing Specialization

The Strategic Marketing Specialization at the graduate level transcends traditional marketing by focusing upon emerging trends in the 21st century in marketing management and marketing research. Students will focus on thought leadership-driven strategic marketing, encompassing contemporary and emergent marketing management

methods, global product management, precision pricing, advanced promotional methods, and proven distribution techniques. At the conclusion, students will be well prepared for the marketing workforce of tomorrow.

Specialization Courses - 9 credit hours

- MKT-5021 - Strategic Marketing Management
- MKT-5022 - Advanced Digital Marketing
- MKT-5023 - Global Product Management

Supply Chain Management Specialization

While globalization and outsourcing impact nearly every market and industry, supply chain management skills have become essential for competitive businesses, professionals, and managers. The Supply Chain Management specialization examines the integration of logistical planning, inventory deployment, and transportation networks to achieve the most efficient physical connections between firms. Global corporations, nonprofits, healthcare providers, and government agencies demand the increased performance, timeliness, and cost savings that result from supply chain expertise.

Specialization Courses - 9 credit hours

- SCM-6100 - Supply Chain Collaboration
- SCM-6300 - Supply Chain Planning
- SCM-6400 - Distribution Management

Master of Science in Entrepreneurship, MS

Description of Program

The Master of Science in Entrepreneurship program will help students grow their mindset and the skills, knowledge, and values necessary to confidently launch new ventures, contribute to an existing organization's growth, and identify opportunities for an improved quality of life.

Click here for potential career opportunities within the MSE.

**The University is not currently enrolling students in this program **

Learning Outcomes

- Adapt creative strategies for pursuing, exploiting, and further developing new opportunities
- Analyze awareness and growth potential of an opportunity with an entrepreneurial mindset
- Formulate cross functional business domain skills
- Explore the skills necessary to understand and analyze significant complex and dynamic business opportunities
- Evaluate collaboration, communication, and adaptability in helping new ventures excel in a changing business landscape

Basis for Admissions

Admission to the Master of Science in Entrepreneurship (MSE) program requires a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution. In addition to these general requirements, MSE applicants have two options for entering the program:

1. **Direct Entry** - Individuals with a previously completed bachelor's degree in business from an institutionally accredited academic institution may immediately begin the MSE program.
2. **Evaluation Track** - Individuals who do not meet direct entry requirements will begin their degree plan with ENT-5100, followed by SKS-5001 - Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS-5001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-5001 course. This can be discussed with your enrollment or academic and finance counselor.

Degree Requirements

The Master of Science in Entrepreneurship (MSE) requires 30 credit hours for degree completion. Students in the MSE program are required to demonstrate competency in the areas listed below:

- **Research** - MSE students are required to show competency in writing skills for research purposes through their coursework.
- **Computer Competency** - MSE students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding the requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Counselor can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the MSE for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 12 months.

Course Sequence

The Master of Science in Entrepreneurship (MSE) program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track requirements. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

- ENT-5100 - Foundations of Entrepreneurship

- SKS-5001 - Comprehensive Strategic Knowledge Studies * Entry Track Students
- ENT-5105 - Ideation and Opportunity Identification
- ENT-5110 - Environmental Analysis
- ENT-5115 - New Venture Resource Development and Analysis
- ENT-5120 - Financial Management
- ENT-5125 - Business Plan Creation
- ENT-5130 - Legal Structure and Organization
- ENT-5135 - Entrepreneurial Strategy and Decision Making
- ENT-5140 - Pricing, Marketing, and Expansion
- ENT-5200 - Capstone

Master of Science in Organizational Leadership, MS

Description of Program

The Master of Science in Organizational Leadership (MSOL) program provides students with the knowledge to evaluate personal leadership skills and the components of leadership that contribute to the health of an organization, as well as how to apply leadership best practices in an organization.

Click here for potential career opportunities within the MSOL.

Learning Outcomes

- Assess the current state of leadership practice within a given profession
- Evaluate the components of leadership that contribute to the health of an organization
- Apply best leadership practices within a given organization
- Evaluate themselves as leaders

Basis for Admissions

Admission to the Master of Science in Organizational Leadership program requires a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution. In addition to these general requirements, MSOL applicants have two options for entering the program:

1. **Direct Entry** - Individuals with a previously completed bachelor's degree in business from an institutionally accredited academic institution may immediately begin the MSOL program.

Note: Students who complete the University's BBA bridge path in Business Leadership may be eligible to apply four graduate-level courses from the BBA program to the MSOL program. Graduate-level courses completed in the BBA bridge path must be completed with a grade point average of 3.0 (grade of "B") or better.

2. **Evaluation Track** - Individuals who do not meet direct entry requirements will begin their degree plan with MSOL-5000 - Leadership Development and Practice, followed by SKS-5001 - Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS-5001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two

weeks prior to the beginning of SKS-5001 course. This can be discussed with your enrollment or academic and finance counselor.

Students who enter through the evaluation track and do not immediately test out of SKS-5001 prior to having the course placed in their degree plan are not permitted to participate in the Accelerated MSOL program.

Degree Requirements

The Master of Science in Organizational Leadership is a 30 credit program comprised of 18 core credits, 9 specialization credits and 3 capstone credits. Graduates of the program must complete 30 credit hours. Students may select a discipline-specific specialization of their interest.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Counselor can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Organizational Leadership for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Note: Students with a conferred BBA degree from the University who complete graduate-level coursework with a grade of "B" or better to satisfy required undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MSOL program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Accelerated MSOL Scheduling Track

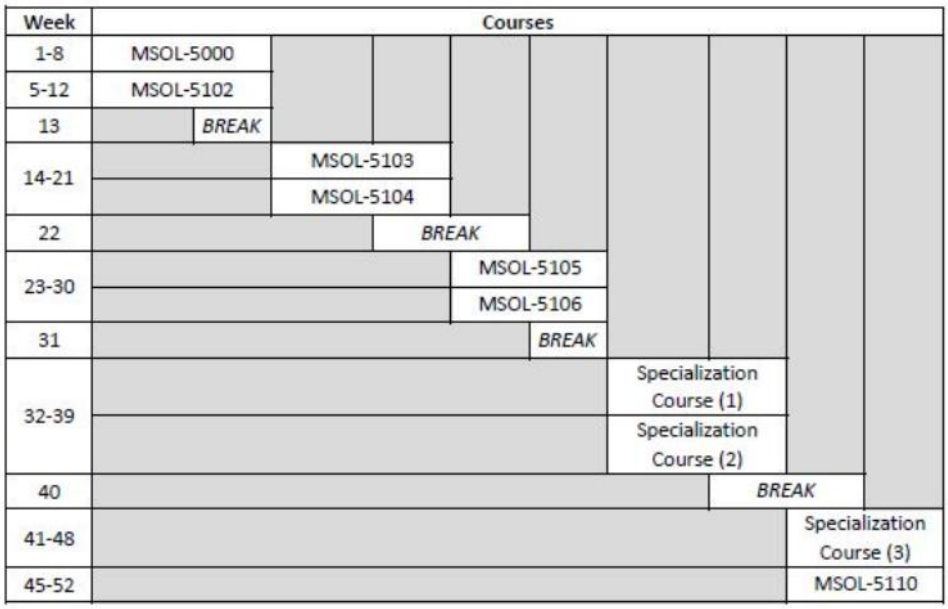
Within the MSOL program, the School of Business and Economics offers an Accelerated MSOL scheduling track. The Accelerated MSOL is not an alternative program, but is a scheduling option designed for students capable of completing an intense, fast-paced, and highly challenging graduate course structure. Students considering the Accelerated MSOL track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may interfere with course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MSOL track will graduate in 12 months with a Masters of Organizational Leadership degree.

Like the non-Accelerated MSOL, students are required to complete 30 credit hours, which include 18 credit hours of foundation course work. Additionally, the Accelerated MSOL requires 9 credit hours in prescribed content courses beyond the foundation courses and a 3 credit-hour capstone program course. The second course, MSOL 5102 is staggered four weeks following the start of the first course, MSOL-5000. The last course in the Accelerated MSOL track, MSOL 5110 starts four weeks following the start of the last specialization course. All other courses are taken in pairs (see course schedule).

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

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

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



Course Sequence

The Master of Science in Organizational Leadership program can be completed with a minimum of 30 credit hours, but may require additional credit hours, depending on the entry track. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Students who complete at least 9 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All MSOL programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

In some cases, specialization courses listed on the initial degree plan can be changed upon the student's request. Please contact your Academic and Finance Counselor for more information.

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

- MSOL-5000 - Leadership Development and Practice
- SKS-5001 - Comprehensive Strategic Knowledge Studies - for students without a business degree
- MSOL-5102 - Ethics and Decision Making

- MSOL-5103 - People, Processes, and Organizational Health
- MSOL-5104 - Leadership: Change, Crises, and Communication
- MSOL-5105 - Leadership and Organization Strategy
- MSOL-5106 - Understanding Data
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MSOL-5110 - Capstone Professional Project

Criminal Justice Specialization

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

Specialization Courses – 9 credit hours

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

Health Services Specialization

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

Specialization Courses – 9 credit hours

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

Human Resources Management Specialization

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the global economy.

Specialization Courses – 9 credit hours

- HRM-5005 - Introduction to Global HR
- HRM-5011 - Global Talent Development and Management
- HRM-5013 - Global Cultural Effectiveness

Inclusive Leadership Specialization

This specialization will equip you with the insights, knowledge, and skills to go beyond traditional leadership and will prepare you to be a leader who can empower, energize, and inspire individuals, and unify diverse employees. You will become an agent of change who has the enhanced skills to lead an organization while being a champion and advocate for diversity, equity, inclusion, and social and economic justice. After completing this program, you will be able to make decisions that help to advance a unified and collaborative global workforce that functions effectively and efficiently, optimizing the organization's effectiveness.

Specialization Courses - 9 credit hours

- INL-5000 - Developing Competencies for Global Inclusive Leadership
- INL-5010 - Leveraging Global Diversity for Results
- INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability

Management of Virtual Organizations Specialization

This specialization focuses on acquiring knowledge and skills to support the management of virtual organizations. Students focus on a wide range of topics relevant to the manager overseeing virtual organizations. From theory to tactics, experienced professionals and entry-level candidates will build expertise in such diverse areas as virtual leadership, building trust in virtual teams, and legal and other implications that may arise in virtual organizations.

Specialization Courses – 9 credit hours

- MVO-5001 - Virtual Leadership & Team Management
- MVO-5002 - Building Virtual Teams & Trust
- MVO-5003 - Legal & Other Implications in a Virtual Organization

Nonprofit Management Specialization

In this specialization, students learn the fundamental principles of nonprofit management by exploring the roles and responsibilities of the management team and their efforts to maximize fundraising opportunities and maintain healthy budgets. Other areas that are covered include revenue generation, legal foundations, recruitment and management of volunteers, and promotion and marketing. Contemporary topics including diversity and ethics are also examined.

Specialization Courses – 9 credit hours

- MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories
- MSOL-5802 - Nonprofit Strategic Management and Leadership
- MSOL-5803 - Philanthropy and Fundraising in Nonprofits

Project Management Specialization

NU's online Project Management specialization equips professionals with comprehensive skills in risk management, team leadership, and project control. Our programs offer a specialization that requires you to examine all aspects of company projects, including essential tools for cost estimation, budget management, contract negotiation, and performance reporting, to drive organizational success under expert faculty guidance.

Specialization Courses – 9 credit hours

- PM-6008 - Project Monitoring and Control
- PM-6004 - Project Risk Management

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

Post-Master's Certificate in Business

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (18 credit hours) within the chosen Post-Master's Certificate program. The Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses with the exception of the School of Business and Economics doctoral level elective course). Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

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

Basis for Admissions

Admission to the Post-Master's Certificate program requires a completed master's level or higher degree from an institutionally accredited academic institution.

Scope

6 Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a University master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to the University's Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 14 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 10 months.

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program.

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

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 a Post-Master's Certificate offered in other fields to fulfill their General Business certificate requirements.

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

Recommended Certificate Courses - 18 credit hours

- FIN-7012 - Corporate Finance
- HRM-7004 - Supervising in the 21st Century
- GBM-7001 - Global Business Environment
- GBM-7003 - Global Business Management
- GBM-7005 - Advanced Topics in Global Organizational Behavior
- Any Doctoral-level course from School of Business and Economics

Note:

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to choose their General Business certificate courses based on personal and professional goals and to work with their Academic and Finance Counselor to revise their degree plan.

Doctoral Level Elective

The Post-Master's Certificate allows students to select one course from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 3 credit hours at the doctoral level (7000 or 8000) offered from the School of Business and Economics.

Doctor of Business Administration, DBA

Description of Program

The Doctor of Business Administration (DBA) program is designed for current and potential business leaders and senior managers, in the private and public sectors to enhance their knowledge and competencies appropriate to a leadership role in business administration. The Doctor of Business Administration (DBA) program is a research-based degree, but unlike the PhD, the DBA program is intended to engage the student in the application of theoretical knowledge to the advancement of practice in the field (solving complex problems) (Archibald, 2010; Corley & Giola 2011; Huba, Shubb & Shelley, 2006).

The outcome of the research is designed to provide valuable insights to an organization. Examples of an applied investigation may include a replication study, a case study, or a special project (such as, for example, the creation of a curriculum, training program, or educational artifact), followed by an evaluation. A doctoral project for a professional degree does not have to be an original contribution to the body of knowledge that impacts the theories in the field, but typically responds to a practical problem or proposed innovation (Archibald, 2010).

The DBA is increasingly recognized by international business and management schools as the most appropriate post-MBA (or equivalent master's degree) route to combining academic research with management and business.

Click here for potential career opportunities within the DBA.

Learning Outcomes

- Develop business methods and concepts based on practical application of current theories
- Defend theories, applications, and perspectives related to business to diverse audiences
- Construct socially responsible and ethical business strategies
- Evaluate the relationship between the global environment and business decisions
- Formulate solutions to practical business problems based on original research

Basis for Admissions

Admission to the Doctor of Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from an institutionally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Economics.

1. **Direct Entry –** Individuals may immediately begin the doctoral program through the DBA or PhD track with a previously completed master's degree in one of the following:

- A generalized business area such as business management or business administration
- Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business

OR

- A previously completed master's degree in any field **AND** an undergraduate in business

2. **Evaluation Track –** Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BUS-7102 - Applied Doctoral Studies in Business followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS 7001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or Academic and Finance Counselor.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution (also see Direct Entry and Evaluation Track Requirements).

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

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

- A minimum of 36 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the DBA Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Presentation completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;

- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*

- DIS-9400D - The Dissertation Manuscript and Defense Continued*

Fundamental Competencies

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

- **Graduate-Level Research Methods Competency**- DBA students are required to complete BUS-7100 and BUS-7320, BUS-7380
- **Graduate-Level Statistics Competency**- DBA students are required to complete BUS-7105
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation
    - Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents)
    - Students must use computer programs for the statistical analysis of data (e.g., SAS)
    - Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 64 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 34 months.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The DBA program may be completed in 48 credits. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

Students who complete at least 12 credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. Students may also opt for a General Business specialization, electing 12 credit hours of cross-discipline courses. Courses must be appropriate to the student's degree program.

All DBA specializations require the following courses:

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS 7001 after BUS-7102 and before BUS-7112.

BUS-7102 - Applied Doctoral Studies in Business

- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies - Eval Track Students
- BUS-7112 - Business Strategy and Innovation
- MGT-7019 - Ethics in Business
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Elective Course
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design and Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9601B - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*

- DIS-9400C - The Dissertation Manuscript and Defense Continued*
- DIS-9400D - The Dissertation Manuscript and Defense Continued*

Advanced Accounting Specialization

This specialization is designed to provide students with the practical application of a broad accounting perspective and technical accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, and business performance. Students will be able to meet the demand for analyzing advanced management and organization of business transactions and statements related to the assets, liabilities, and operating results of a business.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Financial Management Specialization

This specialization concentrates on research and development analyses used to manage and allocate financial resources and develop effective strategic planning for projection and ROI issues. Students will analyze financial and non-financial organizations - private, public, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions
- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7018 - Accounting and Control for Nonprofit Organizations

General Business Specialization

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

Students must complete a minimum of 9 credit hours for the specialization in General Business. Students may take business courses at the 7000 or 8000 level including up to two courses from other fields (Psychology, Technology and/or Education) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses - 9 credit hours

- FIN-7012 - Corporate Finance
- HRM-7004 - Supervising in the 21st Century

- GBM-7001 - Global Business Environment

Global Business Management Specialization

This specialization covers the essential elements required to understand and manage global organizations. Individuals interested in global management positions in industry, higher education, government and public entities, and business consulting would benefit from this program. The specialization provides students with comprehensive education and training in interdisciplinary global management subjects of leadership, government, diplomacy, economics, finance, marketing, and organizational effectiveness. Students study global business theory, decision-making, and problem-solving techniques related to global strategic planning.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- GBM-7001 - Global Business Environment
- GBM-7002 - Global Strategic Leadership
- GBM-7003 - Global Business Management
- GBM-7004 - Global Marketing Management
- GBM-7005 - Advanced Topics in Global Organizational Behavior

Health Services Specialization

This specialization develops essential perspectives and skills for health service industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on the foundations of health services management, including an overview of the United States healthcare delivery system, financial management and economics, human resource management, quality management, and law, ethics, and policy.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7005 - Healthcare Quality Management
- DHA-7006 - Health Law, Ethics, and Policy

Human Resources Management Specialization

This specialization explores the interrelationships between human resource capital, leadership, and business organization. Students research theory and practice for HRM information systems, compensation and staffing strategies, training and professional development, cultural diversity, innovation, labor relations, and legal issues in HRM.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- HRM-7000 - Human Resources Management in the 21st Century
- HRM-7002 - Compensation and Benefits

- HRM-7003 - Labor Relations
- HRM-7004 - Supervising in the 21st Century
- HRM-7007 - Cultural Issues
- HRM-7008 - Legal Issues in Human Resources Management

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

This specialization explores the practical application of industrial and organizational psychology to the understanding of people in the world of work. In this interdisciplinary specialization, students in the DBA program also complete courses in the JFK School of Psychology and Social Sciences in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct basic and applied research related to the applications of organizational and psychological theory to human resource management. Students will complete a final written research project (through business), demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action. Students must take both IOP courses and can select from either MGT-7006 or MGT-7022 to fulfill the specialization requirement.

Specialization Courses - 9 credit hours

Required Courses

- IOP-8400 - Industrial/Organizational Psychology
- IOP-8404 - Consulting in Business, Education, and Health

Select 1 course from the following:

- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7022 - Advanced Topics in Organizational Development

Information Technology Specialization

Technology can be intimidating—yet beneficial—for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. The Information Technology Specialization helps prepare professionals to be champions of positive change through new ideas and new technologies.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- TIM-7001 - Principles of Technology Innovation Management
- TIM-7011 - Management of Computer Networks
- TIM-7020 - Databases & Business Intelligence
- TIM-8301 - Principles of Cybersecurity
- TIM-7040 - Technology Policy & Strategy

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This specialization has broad appeal

among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on management, leadership, and team building in the project/program environment. Students will examine strategies relating to managing multiple projects as well as the concepts of earned value project management.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management
- PM-7016 - Managerial Budgets and Project Management

Strategic Marketing Specialization

The Strategic Marketing Specialization at the doctoral level delivers a next-generation approach to strategic marketing, transcending traditional marketing management, and research methodology. This tertiary level specialization delivers benchmark training in the three pillars of global change leadership, marketing science, and innovation in marketing economics. Following the execution of strategic coursework, students will focus on real-world global product strategy and advanced digital marketing across the entire scope of the product life cycle. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary and emergent marketing practices. At the conclusion, students will be well prepared to lead the marketing workforce of tomorrow.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MKT-7021 - Marketing Change Leadership
- MKT-7022 - Marketing Economics Innovation
- MKT-7023 - Marketing Science

- MKT-7024 - Strategic Marketing Communication
- MKT-7025 - Global Product Strategy

Doctor of Philosophy in Business Administration, PhD

Description of Program

The Doctor of Philosophy in Business (PhD-BA) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing the knowledge and competencies appropriate for 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 awarded only for work that will actually make a difference to the field's theoretical context of the field. The Ph.D. dissertation is a new contribution to the body of knowledge.

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

Learning Outcomes

- Develop business knowledge based on a synthesis of current theory
- Defend theories, applications, and perspectives related to business to diverse audiences
- Evaluate business practices that positively impact society
- Evaluate the relationship between the global environment and business decisions
- Formulate solutions to problems identified in extant business research

Basis for Admissions

Admission to the Doctor of Philosophy in Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from an institutionally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Economics.

1. **Direct Entry –** Individuals may immediately begin the doctoral program through the DBA or PhD track with a previously completed master's degree in one of the following:
    - A generalized business area such as business management or business administration,
    - Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business
      OR
    - A previously completed master's degree in any field AND an undergraduate in business.
2. **Evaluation Track –** Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

    Students in the Evaluation track will begin their degree plan with BUS-7101 - Changing Times: Business Administration in the 21st Century followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS 7001 take the remaining courses in their degree plan.

    Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be

taken no later than two weeks prior to the beginning of SKS 7001 Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or academic and finance counselor.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD degree programs in business have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-BA Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;

- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*

    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Fundamental Competencies

All PhD students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** - PhD students are required to complete BUS-7100, BUS 7320, and BUS-7380
- **Graduate-Level Statistics Competency** - PhD students are required to complete BUS-7105 and BUS-7106
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation
    - Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents)
    - Students must use computer programs for the statistical analysis of data (e.g., SAS)
    - Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 73 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assist each Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

The PhD in Business requires a minimum of four to five core courses, three specialization courses, three elective courses, two statistical courses, and four research courses. Upon completion of these course requirements, students advance to the doctoral sequence of courses. A minimum of four dissertation research courses must be completed in order to complete the program.

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

- BUS-7101 - Changing Times: Business Administration in the 21st Century
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies -Required Course for Entry Track Students
- BUS-7110 - The Business Environment
- BUS-7120 - Business Financial Systems
- BUS-7130 - Business Leadership & Strategy
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Elective Course 1
- Elective Course 2
- Elective Course 3
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7106 - Statistics II
- BUS-7320 - Quantitative Research Design and Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701B - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*

    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
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    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Advanced Accounting Specialization

This specialization provides students with the application of a broad accounting perspective and research-based accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, business performance, and forensic analysis. Students will be able to meet the demand for advanced analysis of management and organization of business transactions and statements related to the assets, liabilities, and operating results of business enterprises, nonprofit organizations, and higher education instruction

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Financial Management Specialization

This specialization concentrates on research and development analyses used to manage and allocate financial resources and develop effective strategic planning for projection and ROI issues. Students will analyze financial and non-financial organizations - private, public, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- FIN-7012 - Corporate Finance
- FIN-7013 - Investment Portfolio Analysis
- FIN-7014 - Managing Financial Institutions

- FIN-7015 - Advanced Financial Statement Analysis
- FIN-7018 - Accounting and Control for Nonprofit Organizations

Global Business Management Specialization

This specialization covers the essential elements required to understand and manage global organizations. Individuals interested in global management positions in industry, higher education, government and public entities, and business consulting would benefit from this program. The specialization provides students with comprehensive education and training in interdisciplinary global management subjects of leadership, government, diplomacy, economics, finance, marketing, and organizational effectiveness. Students study global business theory, decision-making, and problem-solving techniques related to global strategic planning.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- GBM-7001 - Global Business Environment
- GBM-7002 - Global Strategic Leadership
- GBM-7003 - Global Business Management
- GBM-7004 - Global Marketing Management
- GBM-7005 - Advanced Topics in Global Organizational Behavior

Health Services Specialization

This specialization develops essential perspectives and skills for health service industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on the foundations of health services management, including an overview of the United States healthcare delivery system, financial management and economics, human resource management, quality management, and law, ethics, and policy.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7005 - Healthcare Quality Management
- DHA-7006 - Health Law, Ethics, and Policy

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

This specialization explores the application of industrial and organizational psychology and management theory to the understanding of people in work environment. In this interdisciplinary specialization, students complete courses in the School of Business and Economics and the JFK School of Psychology and Social Sciences in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct advanced research related to the application of organizational and psychological theory to human resource management. Students must take both IOP courses and can select from either MGT-7006 or MGT-7022 to fulfill the specialization requirement.

Specialization Courses – 9 credit hours

Required Courses:

- IOP-8400 - Industrial/Organizational Psychology
- IOP-8404 - Consulting in Business, Education, and Health

Select 1 course from the following:

- MGT-7006 - Advanced Topics in Organizational Behavior
- MGT-7022 - Advanced Topics in Organizational Development

Information Technology Specialization

Technology can be intimidating—yet beneficial—for many organizations. It is important for leaders to know how to take advantage of new technologies and ideas or be trapped in stagnation. The Information Technology Specialization helps prepare professionals to be champions of positive change through new ideas and new technologies.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- TIM-7001 - Principles of Technology Innovation Management
- TIM-7011 - Management of Computer Networks
- TIM-7020 - Databases & Business Intelligence
- TIM-8301 - Principles of Cybersecurity
- TIM-7040 - Technology Policy & Strategy

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This specialization has broad appeal among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including

cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on management, leadership, and team building in the project/program environment. Students will examine strategies relating to managing multiple projects as well as the concepts of earned value project management.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- PM-7000 - Project Procurement Management
- PM-7004 - Project Risk Management
- PM-7008 - Project Monitoring and Control
- PM-7012 - Multiple Project Management
- PM-7016 - Managerial Budgets and Project Management

Strategic Marketing Specialization

The Strategic Marketing Specialization at the doctoral level delivers a next-generation approach to strategic marketing, transcending traditional marketing management, and research methodology. This tertiary level specialization delivers benchmark training in the three pillars of global change leadership, marketing science, and innovation in marketing economics. Following the execution of strategic coursework, students will focus on real-world global product strategy and advanced digital marketing across the entire scope of the product life cycle. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary and emergent marketing practices. At the conclusion, students will be well prepared to lead the marketing workforce of tomorrow.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

- MKT-7021 - Marketing Change Leadership
- MKT-7022 - Marketing Economics Innovation
- MKT-7023 - Marketing Science
- MKT-7024 - Strategic Marketing Communication
- MKT-7025 - Global Product Strategy

Doctor of Philosophy in Organizational Leadership, PhD

Description of Program

The Doctor of Philosophy in Organizational Leadership (PhD-OL) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a wide variety of leadership roles. A Ph.D. requires original ideas about a specialized topic, as well as a high degree of methodological/scientific rigor (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field -- the Ph.D. dissertation is a new contribution to the body of knowledge.

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

Learning Outcomes

The program learning outcomes of the Doctor of Philosophy in Organizational Leadership degree are:

- Evaluate theories of organizational leadership for their academic and practical value
- Assess an organization's potential for positive change
- Formulate strategies to solve contemporary organizational issues
- Contribute to the body of knowledge in the field of organizational leadership

Basis for Admissions

Admission to the Doctor of Philosophy in Organizational Leadership program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from an institutionally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Economics.

1. **Direct Entry –** Individuals may immediately begin the doctoral program with a previously completed master's degree in one of the following:
    - A generalized business area such as business management or business administration,
    - Specialized business area (e.g. Master of Finance, Master of Human Resources Management) **AND** an undergraduate degree in business
      OR
    - A previously completed master's degree in any field AND an undergraduate in business.
2. **Evaluation Track –** Individuals not meeting the direct entry requirements are required to take SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BTM-7101 - Doctoral Studies in Business followed by SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS-7001 take the remaining courses in their degree plan.

Students who feel that they have the business background and knowledge are allowed to take a test-out exam that covers the major business areas. The student must score 70 or above on the exam and can be taken no later than two weeks prior to the beginning of SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or academic and finance counselor.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-OL degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-OL Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Fundamental Competencies

All PhD-OL students are required to demonstrate competency in these areas:

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

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

Computer Competency - Doctoral students are required to have computer skills necessary for completing a dissertation

- Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents)
- Students must use computer programs for the statistical analysis of data (e.g., SAS)

- Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assist each Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD-OL dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD-OL program may be completed in 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

Required Foundational Courses must be taken first and in sequence.

- BTM-7101 - Doctoral Studies in Business
- SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies - Required Course for Entry Track Students
- OLB-7002 - Building Organizational Capacity
- OLB-7004 - Theory and Practice of Organizational Leadership
- OLB-7005 - Ethical Leadership
- OLB-7006 - Communicating Change

- OLB-7007 - Leader as Coach/Consultant
- OLB-7008 - Executive Leadership
- Elective Course 1
- Elective Course 2
- Elective Course 3
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7106 - Statistics II
- BUS-7320 - Quantitative Research Design and Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701L - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Electives:

The PHD-OL allows students to select courses from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 9 credit hours at the 7000 or 8000 level for the elective requirements. Students may choose from courses across the University.

Doctor of Philosophy in Human Resource Management, PhD

Description of Program

The Doctor of Philosophy in Human Resource Management (PhD-HRM) is a research-based 60-hour program designed to prepare leaders for positions in the private and public sectors of human resource management. Areas

such as multiple generations in the workplace, discrimination, equal employment opportunity, employment law, compensation and benefits, labor relations, recruitment, staff retention, and professional development will be studied at a scholarly level. Students will dive into research on the various topics and apply to current day issues in Human Resources.

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Human Resources Management program requires a conferred master's degree and/or doctoral degree from an institutionally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PHD-HRM degree program in the School of Business and Economics has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PHD-HRM Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course

- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 38 months.

Dissertation Process

Faculty assist each Doctoral candidate to reach this academic goal through a systematic process leading to a high-quality completed dissertation. A PhD-HRM dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- HRM-7000 - Human Resources Management in the 21st Century
- HRM-7002 - Compensation and Benefits
- HRM-7003 - Labor Relations
- HRM-7020 - Workforce Management
- HRM-7004 - Supervising in the 21st Century
- HRM-7007 - Cultural Issues
- HRM-7008 - Legal Issues in Human Resources Management
- HRM-7022 - Diversity and Inclusion
- HRM-7009 - Organizational Behavior in Human Resource Management
- HRM-7026 - Strategic Human Resource Management
- HRM-7010 - Human Resource Management Policy and Implementation
- BUS-7100 - Scholarly Literature Review
- BUS-7105 - Statistics I
- BUS-7320 - Quantitative Research Design and Methodology
- BUS-7380 - Qualitative Research Design and Methodology
- CMP-9701HR - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*

- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

School of Technology and Engineering

Master of Science in Technology Management, MS

Description of Program

The Master of Science in Technology Management program prepares professionals for technical management and leadership roles in today's organizations, resulting in a deeper understanding of organizational needs, cost-effective project planning, resource management, and effective communication. During this program, you will develop your management and leadership skills and your knowledge of technical systems and concepts, business strategies, governance, and financial planning, to prepare you for the unique challenges of technical management in a rapidly evolving industry.

Click here for potential career opportunities within the MSTM.

Learning Outcomes

- Demonstrate applied knowledge of technical management and leadership
- Manage IT systems and services to optimize operation
- Justify the fiscal resources required to meet the strategic and operational technology needs of the enterprise
- Interpret technical concepts in the optimal style and format for the audience
- Incorporate strategic, operational and project planning and management into the implementation of IT solutions

Basis for Admissions

School of Technology and Engineering students entering the Master of Science in Technology Management (MSTM) with a bachelor's degree from an institutionally accredited academic institution may immediately begin the MSTM program.

Degree Requirements

The Master of Science in Technology Management is a 30-credit program comprised of 15 core credits, 12 specialization credits and 3 capstone credits. Graduates of the program must complete 30 credit hours.

Students will select a discipline-specific specialization of their interest, which compliments the core coursework. The MSTM program prepares students to be forward-thinking strategically aligned organizational leaders.

Students assume full responsibility for understanding both the foundational, specialization and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Counselor can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Technology Management for graduate course work completed at an accredited college or university with a grade of

"B" or better. Courses considered for transfer must mirror courses in the program. The Dean of the School of Technology and Engineering must approve any courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Course Sequence

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

All Master of Science in Technology Management (MSTM) programs require the foundation courses to be completed prior to enrolling in specialization courses. The program capstone will be completed as the last course in the degree program.

- TIM-5002 - Principles of Information Technology for IT Managers
- TIM-5007 - Current Topics in AI
- TIM-5050 - Principles of Project Management
- TIM-5100 - Management and Governance in Technology
- TIM-5110 - Finance and Planning in Technology
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- TIM-6011 - Strategic Management of Technology

Artificial Intelligence Specialization

**** This specialization is not currently enrolling students.**

The MSTM Artificial Intelligence (AI) specialization focuses on developing the knowledge and skills needed to oversee and manage AI initiatives and to understand the societal and organizational implications of AI implementation. Students explore key topics in AI, including its value creation within organizations, the acceptance and adoption of AI technologies, privacy and risk considerations, long-term strategic implications, and current trends and developments in the field.

Specialization Courses – 12 credit hours

- TIM-5003 - AI for Leadership and Management

- TIM-5004 - AI for Society & Business
- TIM-5005 - AI, Ethics, & Legal Issues
- TIM-5006 - AI for Strategic Advantage

Cybersecurity Management Specialization

The MSTM Cybersecurity Management specialization focuses on developing the knowledge and skills needed to oversee and manage cybersecurity professionals. You will explore key topics of cybersecurity of managing risk, privacy, and security. Additionally, you will explore contingency planning, incident analysis, and cloud systems certification and accreditation. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-6301 - Principles of Cybersecurity
- TIM-5030 - Managing Risk, Security, & Privacy in Information Systems
- TIM-6320 - Contingency Planning & Incidents
- TIM-6331 - Cloud and System Certification, and Accreditation

Data Science Management Specialization

The MSTM Data Science is designed to prepare students for Data Science leadership positions. You will explore key topics in the areas of technical management and leadership, data science, quantitative research design for technology professionals, analysis and interpretation of data, and data visualization techniques. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-6500 - Principles of Data Science
- TIM-5221 - Quantitative Research Design for Technology Professionals
- TIM-6540 - Interpreting and Reporting Data
- TIM-6510 - Data Visualization and Communication

General Management Specialization

The MSTM General Specialization focuses on developing the knowledge and skills needed to oversee and manage technology management professionals. You will explore key topics of leadership in Agile projects, cybersecurity, risk management, concepts of data science, quality management, and contingency planning and incidents. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals
- TIM-6500 - Principles of Data Science

- TIM-6210 - Quality Management
- TIM-6320 - Contingency Planning & Incidents

Information Technology Management Specialization

The MSTM Information Technology Management specialization is designed to prepare students for leadership positions. You will explore key topics of cybersecurity, risk management, systems analysis, systems architecture, and IT asset management. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning, and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals
- TIM-5040 - Systems and Architectures for IT Professionals
- TIM-6430 - Systems Analysis & Design
- TIM-6550 - IT Asset Management

Project and Program Management Specialization

The MSTM Project and Program Management specialization is designed to prepare students for project management leadership positions. You will explore key topics of leadership in Agile projects, leadership in Project Management, managing risk in projects, and program and portfolio management. You will be exposed to activities that highlight services to optimize operations and justify fiscal resources required to meet the strategic and operational technology needs of the enterprise. Finally, you will conduct activities to incorporate strategic, operational and project planning and management into the implementation of IT solutions.

Specialization Courses – 12 credit hours

- TIM-6610 - Leadership in Project Management
- TIM-6615 - Agile Project Management
- TIM-6630 - Managing Risk in Project Management
- TIM-6640 - Program & Portfolio Management

Doctor of Philosophy in Computer Science, PhD

Description of Program

The Doctor of Philosophy in Computer Science (PhD-CS) program takes an applied approach to computer science theory and research. Students will get hands on experience, explore advanced topics, learn the very latest concepts, and have the opportunity to propose their own research. They will also be able to build a portfolio of work while completing their doctoral studies.

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

Learning Outcomes

- Develop knowledge in computer science based on a synthesis of current theories
- Explain theories, applications, and perspectives related to computer science
- Evaluate theories of ethics and risk management in computers and emerging technologies

- Formulate strategies for managing computing resources in global organizations
- Contribute to the body of theory and practice in computer science

Basis for Admissions

Admission to the PhD in Computer Science program requires a master's degree from an institutionally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-CS degree program also has the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University
- GPA of 3.0 (letter grade of "B") or higher
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Fundamental Competencies

All PhD-CS students are required to demonstrate competency in these areas:

- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;

- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*

    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

**Students select one research methods and one directed research course based on their own research proposal.

- CSC-8102 - Principles of Computer Science

- CSC-8110 - Programming Languages and Algorithms
- CSC-7011 - Computer Networks and Mobile Computing
- TIM-7101 - Statistics with Technology Applications
- CSC-8150 - Artificial Intelligence
- TIM-8301 - Principles of Cybersecurity
- CSC-7020 - Databases & Business Intelligence
- CSC-8131 - Data Mining
- CSC-8140 - Software Engineering
- TIM-8340 - Secure Software Development
- CSC-8122 - Distributed Algorithms and Parallel Computing
- TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders
- TIM-7241 - Constructive Research Design for Technology Leaders
- TIM-7245 - Directed Constructive Research
- CSC-8190 - Computer Science Policy and Strategy
- CMP-9701CS - PhD Pre-Candidacy Prospectus for Computer Science
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Doctor of Philosophy in Cybersecurity, PhD

Description of Program

The Doctor of Philosophy in Cybersecurity (PhD-CY) program takes an applied approach to cybersecurity theory and research. Students will get hands on experience, explore advanced topics, learn the very latest concepts, and prepare for anticipated risks. The degree is designed to prepare researchers and technology strategies applicable to leading positions in private and public sectors. Students will explore governance, compliance, leading frameworks, models, and standards to reduce threats and vulnerabilities. Students will build portfolio of valuable capabilities, addressing internal and external issues through the intelligent manipulation of data while completing their doctoral studies.

Click here for potential career opportunities using the PhD-CY.

Learning Outcomes

- Advance theory and practical applications of cybersecurity.
- Formulate cybersecurity governance, policy, risk, and compliance.
- Devise strategic thought leadership for challenges in cybersecurity architecture and operations.
- Assess internal and external threats and vulnerabilities to reduce organizational cyber risk.
- Evaluate tools, data, and processes to enhance protection and foster resilience.
- Facilitate the protection of critical information resources from current and future loss.

Basis for Admissions

Admission to Doctor of Philosophy in Cybersecurity program requires a master's degree from an institutionally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-CY degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University.
- GPA of 3.0 (letter grade of "B") or higher.
- Satisfactory completion of the PhD-CY university approved Dissertation Manuscript and Oral Defense completed.
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations must be met before the student will be issued their complimentary diploma

Fundamental Competencies

All PhD-CY students are required to demonstrate competency in these areas:

- Graduate-Level Research Methods Competency– PhD-CY students are required to complete (TIM-7221 and TIM-7225), OR (TIM-7231 and TIM-7235), OR (TIM-7241 and TIM-7245) at the University.

- Graduate-Level Statistics Competency – PhD-CY students are required to complete TIM-7101 - Statistics with Technology Applications at the University.
- Computer Competency - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;

- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 44 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD in Cybersecurity requires eight foundation/core courses, five specializations, two research, a pre-candidacy prospectus, and four dissertation courses for a total of 60 credit hours.

**Students select one pair of research methods and directed research courses based on their own research proposal.

The PhD in Cybersecurity requires the following courses for every specialization:

- TIM-7011 - Management of Computer Networks
- TIM-8301 - Principles of Cybersecurity
- TIM-8305 - Cyber Risk, Contingencies, and Incidents
- TIM-8315 - Cyber Automation, Artificial Intelligence, and Machine Learning
- TIM-8330 - Advanced Risk Management
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- TIM-7101 - Statistics with Technology Applications
- TIM-8350 - Cyber Critical Infrastructure, Threats, Terrorism, & Warfare
- TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders
- Specialization Course 4
- Specialization Course 5

- TIM-7221 - Quantitative Research Design for Technology Leaders**
- TIM-7225 - Directed Quantitative Research**

  -OR-
- TIM-7231 - Qualitative Research Design for Technology Leaders**
- TIM-7235 - Directed Qualitative Research**

  -OR-
- TIM-7241 - Constructive Research Design for Technology Leaders**
- TIM-7245 - Directed Constructive Research**

- CMP-9701CY - PhD Cybersecurity Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
- DIS-9100A - Components of the Dissertation
  - DIS-9100B - Components of the Dissertation Continued*
  - DIS-9100C - Components of the Dissertation Continued*
  - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
  - DIS-9200B - Completing the Dissertation Proposal Continued*
  - DIS-9200C - Completing the Dissertation Proposal Continued*
  - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
  - DIS-9300B - Data Collection and Analysis Continued*
  - DIS-9300C - Data Collection and Analysis Continued*
  - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
  - DIS-9400B - The Dissertation Manuscript and Defense Continued*
  - DIS-9400C - The Dissertation Manuscript and Defense Continued*
  - DIS-9400D - The Dissertation Manuscript and Defense Continued*

General and Technology Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), General and Technology specialization degree builds on the core computing principles and cybersecurity best practices, frameworks, and models. The degree provides a broad overview, adding governance and strategic views to complement forensic, software development cloud, and systems certification content. Students use firsthand experience, explore advanced topics, learn the latest and anticipated concepts, consider the evolution of risks and mitigation, advanced threat detection, and propose their own research. The degree is designed to prepare researchers, consultants, and technology strategists capable of leadership roles and executive positions in private and public sectors.

Specialization Courses - 15 credit hours

- TIM-8310 - Cyber Forensics
- TIM-8325 - Cloud and Systems Certification & Accreditation
- TIM-8340 - Secure Software Development
- TIM-8335 - Governance, Laws, Privacy, and Compliance
- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Global Strategy and Operations Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), Global Policy and Operations specialization builds on the core program general principles, best practices, frameworks, and models. The specialization adds specific global solutions through an integrated strategy and leadership capabilities to establish global operations. The focus includes a focus on solving challenges of multi-time zone, multi-continent, and a range of laws, languages, and cultures. Specific considerations include diverse technologies, challenging support structures, and cyber target domains. The complication of widely distributed infrastructure, diverse political influences, and complex supply chains form part of the predictive strategy and the creation of operational excellence.

Specialization Courses - 15 credit hours

- TIM-8345 - Global Governance, Audit, Privacy, and Compliance
- TIM-8355 - Secure Globally Distributed Infrastructure and Support
- TIM-8360 - Global Laws, Culture, and Ethics
- TIM-8365 - Global Cyber Policy, Operations, and Risks
- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Governance, Risk, and Compliance Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), Governance, Risk, and Compliance specialization combines the four knowledge areas to complete research or synthesize cybersecurity solutions for enterprises subject to national exposures and global threats. The combined resolution of risk, compliance, audit, and privacy will enable graduates to create enhanced solutions while limiting the need for resources. The specialization investigates current and anticipated needs and solutions within all four areas, addressing key issues for larger organizations while providing improved strategic alignment. It includes important access control, and threat discovery across complex environments. The specialization includes an emphasis on preempting future losses.

Specialization Courses - 15 credit hours

- TIM-8710 - General Cyber Law, Oversight, and Regulations
- TIM-8715 - Frameworks, Models, Standards, and Controls
- TIM-8720 - Industry Laws, Regulations, and Compliance
- TIM-8725 - Cyber Policy and Leading Cyber Operations
- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Secure Cloud Computing Specialization

The Doctor of Philosophy in Cybersecurity (PhD-CY), Secure Cloud Computing specialization builds on best practices, frameworks and models to synthesize unique solutions that optimize organization outcomes. The specialization investigates current and anticipated needs and solutions emphasizing the cloud computing. Learning

and research adds practical and strategic insights to enable reduced risks for cloud computing and multi-cloud cybersecurity solutions. The degree is designed to prepare researchers, consultants, and technology strategists capable of leadership roles and executive positions in private and public sectors where advanced or complex cloud computing is important. Competencies include complex secure data communications, identity management, and access controls.

Specialization Courses - 15 credit hours

- TIM-8325 - Cloud and Systems Certification & Accreditation
- TIM-8370 - Advanced Networking & Identity Management
- TIM-8375 - Integration, Outsourcing, and Related Laws
- TIM-8380 - Secure Cloud Operations
- TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Doctor of Philosophy in Data Science, PhD

Description of Program

The Doctor of Philosophy in Data Science (PhD-DS) focuses on data analytics, statistical modeling, and machine learning. Data science involves extracting, maintaining, processing, and modeling data, as well as communicating results in professional or scientific setting. The PhD-DS program prepares students for research in big data analytics, artificial intelligence, and data-driven decision-making by thoroughly exploring each stage of the data science life cycle in depth from an applied and a theoretical perspective.

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

Learning Outcomes

- Develop knowledge in data science based on a synthesis of current theories.
- Explain theories, applications, and perspectives related to data science.
- Evaluate theories of ethics and risk management in information systems.
- Formulate strategies for data and knowledge management in global organizations.
- Contribute to the body of theory and practice in data science.

Basis for Admissions

Admission to the Doctor of Philosophy in Data Science program requires a conferred master's or doctoral degree from an institutionally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-DS degree program also has the following requirements:

- GPA of 3.0 (letter grade of "B") or higher
- University approval of Dissertation Manuscript and Oral Defense completed
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University

- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original

contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- DDS-8500 - Principles of Data Science
- DDS-8501 - Exploratory Data Analysis
- DDS-8521 - Statistical Modeling
- DDS-8555 - Predictive Analysis
- TIM-8131 - Data Mining
- DDS-8515 - Multivariate Analysis
- DDS-8536 - Current Topics in Data Science
- DDS-8210 - Optimization & Decision Analytics
- DDS-8150 - Artificial Intelligence
- DDS-8530 - Big Data Development
- DDS-8260 - Natural Language Processing
- DDS-7250 - Research Design in Data Science
- DDS-8280 - Special Topics in AI and ML
- DDS-7255 - Advanced Research Design in Data Science
- DDS-8590 - Data, Information, and Knowledge Policy & Strategy
- CMP-9701DS - PhD Pre-Candidacy Prospectus for Data Science
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal

    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Doctor of Philosophy in Technology Management, PhD

Description of Program

Visionary leaders can help change an organization and bring about new innovations. In the Ph.D. program in Technology and Innovation Management, student scholar-practitioners will learn how to become such leaders and be champions for new technologies and positive change in public and private organizations. The Doctor of Philosophy (Ph.D.) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a leadership role in technology and innovation management, administration, and technology management. Upon completion of the Ph.D. program, students are expected to have broad knowledge in the fields of business and technology management and an understanding of at least one specialized area of study.

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

Learning Outcomes

The program learning outcomes for the Doctor of Philosophy in Technology Management degree:

- Develop knowledge in technology and innovation based on a synthesis of current theories
- Communicate with diverse audiences about theories, applications, and perspectives related to technology and innovation
- Evaluate theories of ethics and risk management in computers and emerging technologies
- Formulate strategies for managing technology and innovation in global organizations
- Contribute to the body of theory and practice in technology management

Basis for Admissions

Admission to the Doctor of Philosophy in Technology Management program requires a master's degree from an institutionally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD-TM degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University
- GPA of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the PhD-TM Pre-Candidacy Prospectus
- University approval of Dissertation Manuscript and Oral Defense completed
- Submission of approved final dissertation manuscript to the University Registrar, including the original unbound manuscript and an electronic copy
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Fundamental Competencies

All PhD-TM students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency**– PhD-TM students are required to complete TIM-7211 , **AND** (TIM-7221 , TIM-7225), **OR** (TIM-7231 , TIM-7235), **OR** (TIM-7241 , TIM-7245) at the University.
- **Graduate-Level Statistics Competency** – PhD-TM students are required to complete TIM-7101 - Statistics with Technology Applications at the University.
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);

- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis

    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD in Technology Management requires six (seven if needed) core courses, six specializations, three research, pre-candidacy prospectus, and four dissertation courses for a total of 60 credit hours.

**Students select one pair of research methods and directed research courses based on their own research proposal.

The PhD in Technology Management requires the following courses for every specialization:

- TIM-7001 - Principles of Technology Innovation Management
- Specialization Course 1
- TIM-7011 - Management of Computer Networks
- Specialization Course 2
- TIM-7020 - Databases & Business Intelligence
- Specialization Course 3
- TIM-7031 - Managing Risk, Security, & Privacy in Information Systems
- Specialization Course 4
- TIM-7101 - Statistics with Technology Applications
- Specialization Course 5
- TIM-7040 - Technology Policy & Strategy
- Specialization Course 6
- TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders

- TIM-7221 - Quantitative Research Design for Technology Leaders **

-OR-

- TIM-7231 - Qualitative Research Design for Technology Leaders **

-OR

- TIM-7241 - Constructive Research Design for Technology Leaders **

- TIM-7225 - Directed Quantitative Research **

-OR-

- TIM-7235 - Directed Qualitative Research **

-OR-

- TIM-7245 - Directed Constructive Research **

- CMP-9701T - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis

    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Computer Science Specialization

Students in the Computer Science specialization will research the design and function of computers from the inside out. This is a broad specialization, allowing students to research a wide variety of computer topics and to prepare for a range of technology leadership roles. Graduates will be able to use this in-depth knowledge to contribute to new computer science research and lead the innovative integration of computer technologies in their organizations.

Specialization Courses - 18 credit hours

- TIM-8102 - Principles of Computer Science
- TIM-8110 - Programming Languages & Algorithms
- TIM-8122 - Distributed Algorithms and Parallel Computing
- TIM-8131 - Data Mining
- TIM-8140 - Software Engineering
- TIM-8150 - Artificial Intelligence

Cybersecurity Specialization

As organizations are producing more and more data, the risks associated with possible data theft become even greater. Therefore, organizations must have leaders who know how to keep the data secure. Students in the Cybersecurity specialization will research the latest trends to stay ahead of would-be cyber attackers. Graduates will be well-prepared to anticipate and mitigate risks in managing and deploying data-intensive systems and to assume a variety of technology leadership roles in government, private organizations, and research institutions.

Specialization Courses - 18 credit hours

- TIM-8301 - Principles of Cybersecurity
- TIM-8310 - Cyber Forensics
- TIM-8320 - Contingency Planning & Incidents
- TIM-8330 - Advanced Risk Management
- TIM-8340 - Secure Software Development
- TIM-8350 - Cyber Critical Infrastructure, Threats, Terrorism, & Warfare

Data Science Specialization

Gathering and maintaining data is just one piece of effective use of data. Data Science is an emerging field that deals with making sense of the mountains of data organizations produce and turning them into actionable knowledge. The Data Science specialization prepares students to be leaders and researchers in this new and exciting field by studying the most up-to-date tools and emerging research in this area.

Specialization Courses - 18 credit hours

- TIM-8131 - Data Mining
- TIM-8440 - Knowledge Management
- TIM-8501 - Exploratory Data Analysis
- TIM-8510 - Data Visualization & Communication
- TIM-8520 - Inferential and Predictive Analytics
- TIM-8530 - Big Data Integration

Engineering Management Specialization

This specialization is designed for leaders in all types of engineering and technology management fields. Students will research the latest tools and research involving assessing the potential of innovative ideas, protecting intellectual property, and bringing new ideas to fruition. Graduates will be able to use this knowledge to lead engineering and information systems initiatives and cutting-edge research in their organizations.

Specialization Courses - 18 credit hours

- TIM-8210 - Quality Management
- TIM-8220 - Engineering Law
- TIM-8501 - Exploratory Data Analysis
- TIM-8420 - Data Warehousing & Decision Support
- TIM-8430 - Systems Analysis & Design
- TIM-8601 - IT Project Management

Information Systems Specialization

This specialization is designed for scholars who want to research new ways for computers to work together to maintain, store, and process information. Students will research a variety of topics in information systems and will prepare for a range of information technology leadership and research roles. Graduates will be able to use this in-depth knowledge to lead the innovative integration of information technologies and information systems in their organizations.

Specialization Courses - 18 credit hours

- TIM-8301 - Principles of Cybersecurity
- TIM-8410 - Cloud Computing
- TIM-8420 - Data Warehousing & Decision Support
- TIM-8430 - Systems Analysis & Design
- TIM-8440 - Knowledge Management
- TIM-8601 - IT Project Management

IT Project Management Specialization

This specialization prepares students with the knowledge needed to contribute to innovation in the conception, planning, implementation, and deployment of a variety of information technology-related projects. Students will

study research and theories in leadership, risk, and management of multiple projects. Graduates will be prepared to assume management and research roles in project management and information technology.

Specialization Courses - 18 credit hours

- TIM-8630 - Managing Risk in Project Management
- TIM-8210 - Quality Management
- TIM-8601 - IT Project Management
- TIM-8610 - Leadership in Project Management
- TIM-8620 - Project Management Systems & Technology
- TIM-8640 - Program & Portfolio Management

Sanford College of Education

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest. Your selection of elective courses prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-

12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at **http://www.epsb.ky.gov/mod/page/view.php?id=12**.

Click here for potential career opportunities within the MEd.

Learning Outcomes

- Use technology to advance goals and outcomes in educational settings
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

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

Degree Requirements

Graduates of the University's MEd program must complete 30 credit hours. Students will select discipline-specific electives of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 credit hours in the program are electives aligned with a student's career goals and interests. Elective courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through University
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Education for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Additional MEd Information

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

State of the Art Content

The Sanford College of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

MEd students may select elective courses from the list of various areas of interest offered via the Sanford College of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

Course Sequence

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

- EDU-5000 - Foundations for Graduate Study in Education
- ED-5100 - Scholarly Writing and Using Research
- ED-5045 - Technology and a Vision for the Future - MEd
- Elective Course 1

- Elective Course 2
- Elective Course 3
- Elective Course 4
- Elective Course 5
- Elective Course 6
- ED-6500 - MEd Capstone

Elective Course Options - 18 Credit Hours

The elective courses can be satisfied with any master's level, Individual-based, Sanford College of Education course.

Select 6 courses from the following:

- AC-5000 - Leadership in Coaching Today's Athlete
- AC-5002 - Legal Aspects in Coaching
- AC-5006 - Sport Nutrition
- AC-5008 - Coaching Psychology
- AC-5010 - Performance Enhancement in Sport
- AC-5012 - Coaching Fundamentals of Speed Development
- AC-5014 - Coaching Theory, Methods, and Issues
- ECE-5000 - Foundations of Early Childhood Education
- ECE-5002 - Growth and Development of Young Children
- ECE-5003 - Administration of Early Childhood Programs
- ECE-5005 - Children and Families in a Diverse Society
- ECE-5007 - Children's Literature
- ECE-5009 - Early Childhood Education Capstone
- ED-5008 - Teaching Diverse Students
- ED-5012 - Leadership in Educational Organizations
- ED-5013 - School Finance
- ED-5016 - Instructional Supervision and Leadership
- ED-5023 - Multicultural Relationships in Educational Organizations
- ED-5029 - Measurement and Assessment in Education
- ED-5204 - Ethics in Sport
- EDL-5004 - School Law
- ESL-5001 - Foundations of Instruction for Non-English Language Background Students
- ESL-5003 - Assessment of Linguistically Diverse Students
- ESL-5005 - English Language Learning

- ESL-5006 - Instructional Methodologies for English Language Learning
- LCT-5000 - Curriculum and Instructional Strategies
- LCT-5001 - Principles of Teaching and Learning
- LCT-5002 - Instructional Leader as Creator of Learning Culture in Curriculum and Teaching
- LCT-5003 - Teaching, Learning, and Assessment Strategies and Principles
- LCT-5004 - The Classroom: Managing and Organizing for Student Achievement and Engagement
- LCT-5005 - Instructional Leader as Advocate and Decision Maker in Curriculum and Teaching
- SE-5001 - Assessment in Special Education
- SE-5002 - Instructing Students with Specific Learning Disabilities
- SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders
- SE-5004 - Instructing Students with Intellectual Disabilities
- SE-5005 - Special Education Law
- SE-5010 - Introduction to Students with Disabilities
- SEM-5100 - Fundamentals of School Safety, Security, & Emergency Management
- SEM-5200 - School Safety and Security Technologies
- SEM-5300 - Threat Assessment Fundamentals
- SEM-5400 - School Safety Plans for Practitioners
- SEM-5500 - Restorative Justice and Other Alternatives to Student Discipline
- SEM-5600 - Capstone for School Safety, Security, and Emergency Management
- SM-5000 - Leadership and Administration of Athletic Programs
- SM-5002 - Legal Aspects in Athletics
- SM-5006 - Sports Governance and Policy Development
- SM-5010 - Marketing in Athletics
- SM-5012 - Issues in Athletic Administration
- TRA-5100 - Fundamentals of a Trauma-Informed Approach to Education
- TRA-5200 - Trauma Across Educational Populations and Settings
- TRA-5300 - Trauma-Informed Strategies for Educational Environments
- TRA-5400 - Strengthening Resilience Among Learners and Educational Professionals
- TRA-5500 - Trauma and Support Systems in Educational Environments
- TRA-5600 - Capstone in Trauma-Informed Educational Practices

Master of Education in Educational Leadership, MEd

Description of Program

In the Masters of Education (MEd) degree in Educational Leadership, you will develop knowledge, skills, and leadership traits required for educational leadership roles within diverse organizations. As you critically analyze a

broad range of disciplinary theories, leadership trends, and traits, including data decision-making and evidence-based educational practice, you will be prepared to make research-based, ethical decisions that improve issues, systems, and practice within current and emerging educational organizations. While the degree is not specific to PK-12 education, the program does align with the Professional Standards for Educational Leaders (formerly ISLLC/ ELCC).

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the MEEDL.

Learning Outcomes

- Apply quality standards to enhance instructional rigor and instructional strategies fostering student learning and development and augment teacher professional development
- Select strategies to cultivate an inclusive and supporting learning environment to enhance accessibility, community collaboration, and student success
- Analyze the aspects of professional capacity and resource needs for a quality professional learning community promoting an effective and efficient learning environment for all teachers, staff, and students
- Synthesize current educational research and theory within educational evidence-based practice for ongoing school improvement
- Facilitate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice

Basis for Admissions

A bachelor's degree from an institutionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Education (MEd) in Educational Leadership (EdL) requires 30 credit hours for degree completion. The MEEDL program includes one foundational course, taken by all students regardless of their undergraduate degree, which forms and strengthens fundamental skills. The next 24 credit hours in the program are core courses that capture the essence of educational leadership. Students end the program with a 3 credit hour capstone course.

- The MEEDL degree program has the following graduation requirements:
- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the MEEDL for graduate course work completed at an external, accredited college or university with a course grade of "B" or better. See the Transfer Credit Policy for additional information.

Time to Completion

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

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Additional MEEDL Information

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEEDL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)
- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

State of the Art Content

The Sanford College of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

Course Sequence

- EDU-5000 - Foundations for Graduate Study in Education

- ED-5012 - Leadership in Educational Organizations
- EDL-5004 - School Law
- ED-5016 - Instructional Supervision and Leadership
- ED-5044 - Technology and a Vision for the Future
- EDL-5013 - School Finance
- ED-5015 - School Safety
- EDL-5033 - School Based Leadership
- ED-5031 - Policy and Politics in the Administration of Education
- ED-6600 - MEd-EdL Capstone

Education Specialist, EdS

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders. The EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdS.

Learning Outcomes

- Develop skills to support educational practices across diverse instructional and organizational settings
- Communicate with diverse audiences about educational theories, research, and practices
- Analyze professional skills, dispositions, and technology options for learning and educating diverse groups
- Apply evidence-based solutions for addressing educational, organizational, and societal issues
- Analyze current research, theories, and instructional practices in educational and organizational environments

Basis for Admissions

Admission to the Education Specialist (EdS) program requires a conferred post-baccalaureate master's degree and/or doctoral degree from an institutionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The EdS Program may be completed in 33 credits. An Academic and Finance Counselor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the elective courses in the Education Specialist program for graduate coursework completed at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program. See the Transfer Credit Policy for additional information.

Individuals with a previously completed master's degree will meet the basis of admission to the Education Specialist degree. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, elective courses, and the capstone course with a Grade Point Average of 3.0 (B) or higher.

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills.

Time to Completion

The University allows 5 years to complete all education specialist programs of 33 credits or less.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Course Sequence

The EdS in Education requires two Foundations courses, six elective courses, two Research courses, and one Capstone course for a total of 33 credit hours.

The Education Specialist (EdS) requires all foundations courses and elective or core courses be completed prior to students starting the capstone course

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Elective Course 1
- Elective Course 2

- Elective Course 3
- Elective Course 4
- Elective Course 5
- Elective Course 6
- EDR-8300 - The Research Process
- EDR-8400 - Advanced Qualitative Methodology and Designs -or- EDR-8500 - Advanced Quantitative Methodology and Designs
- ED-7053 - Education Specialist Capstone Project

Electives:

The elective courses can be satisfied with any doctoral level Sanford College of Education course. Suggested courses listed below from areas that include: Leadership in Curriculum and Teaching, Early Childhood Education, Special Education, English Language Learning, Social Emotional Learning, Leadership in Higher Education, Leadership in Coaching and Sport Management, School Safety, Security, and Emergency Management, and Trauma-Informed Educational Practices.

The course listed in the degree plan can be changed upon request. Students should contact their Academic and Finance Counselor for assistance.

Leadership in Curriculum and Teaching (LCT)
Select 6 of the following:

- LCT-7000 - Developing Instructional Strategies and Curriculum
- LCT-7100 - Dispositions of Learner and Teacher
- LCT-7200 - Design and Evaluation of Curriculum and Programs
- EDL-9000 - Educational Leadership Theories
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education

Early Childhood Education (ECE)

- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education
- ECE-7010 - Principles of Early Childhood Education
- ECE-7030 - Topics in Early Childhood Program Administration

Educational and Organizational Leadership (EOL)
Select 6 of the following:

- EDL-9000 - Educational Leadership Theories
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education
- LHE-7600 - Strategic Planning and Operations in Higher Education
- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education

English Language Learning (ELL)

- ESL-7100 - Second Language Foundations
- ESL-7200 - Teaching English Language Learners
- ESL-7300 - Assessing Diverse Learners
- ESL-7400 - Developing Curriculum for English Language Learners
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- ESL-7600 - Issues in ELL Education

General Education

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

Students may take education courses at the 7000 or 9000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their elective requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

International Education and Globalization (IEG)

- IEG-7100 - Introduction to International and Global Education
- IEG-7200 - Perspectives on Culture, Society, and Education
- IEG-7300 - Educational Conflict, Mediation, and Resolution
- IEG-7400 - Globalization and International Education Policy
- IEG-7500 - Ethical Issues and Responsibilities in International and Global Education
- IEG-7600 - Capstone: Theory and Leadership in International Education and Globalization

Leadership in Coaching and Sport Management (LSM)

Select 6 of the following:

- LSM-7100 - Organization and Administration in Sport Management
- LSM-7200 - Analysis of Sport Performance
- LSM-7300 - Legal & Economic Aspects of Sports Management
- LSM-7400 - Psych of Athletic Coaching
- EDL-9000 - Educational Leadership Theories
- LSM-7000 - Ethics/Diversity in Athletics
- LSM-7500 - Contemporary Issues in Athletics

Leadership in Higher Education (LHE)

Select 6 of the following:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7600 - Strategic Planning and Operations in Higher Education
- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- EDL-9500 - Innovation for Change in Educational Organizations
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

Online Teaching and Learning (OTL)

- OTL-7001 - Principles and Practices in Online Teaching and Learning
- OTL-7002 - Online Teaching Instructional Strategies
- OTL-7003 - Instructional Design and Engaging Activities
- OTL-7004 - The Online Learner
- OTL-7006 - Facilitating Adult Learning Online
- OTL-7007 - Developing Online Content Ethically and Legally

School Safety, Security and Emergency Management (SEM)

- SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- SEM-7400 - Violence Prevention and Response
- SEM-7500 - All-Hazards Response and Recovery

- SEM-7600 - Capstone: Developing Strategies and Policies to Further Safety, Security, and Emergency Management Practices

Social Emotional Learning (SEL)

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

Special Education (SE)

- SE-7100 - Advanced Topics in Special Education
- SE-7200 - Analyzing Data and Monitoring Student Progress
- SE-7300 - Leadership, Law, and Finance in Special Education
- SE-7400 - Implementing Programs for Students with Intellectual and Learning Disabilities
- SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders
- SE-7600 - Advanced Capstone in Special Education

Trauma-Informed Educational Practices (TRA)

- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- TRA-7200 - Linking Theory and Practice to Design Trauma-Sensitive Environments
- TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments
- TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments
- TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments
- TRA-7600 - Community-wide Trauma and Learning: Next Steps in Advanced Practice and Research

Doctor of Education, EdD

Description of Program

The Doctor of Education degree program is designed for professionals who seek to lead improvements in practice within educational organizations. You will integrate theoretical constructs into your considerations of complex professional problems, developing strategies, tactics, and policies not only to improve practice and ensure regulatory compliance, but also with attention to issues of equity, inclusion, social justice, and ethical conduct.

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

Click here for potential career opportunities within the EdD.

Note: The program sequence below is open to new students and re-entry students gone more than 365 days only. Students who enrolled prior to April 1, 2019 must continue in the program sequence as stated in the catalog under which they enrolled.

Learning Outcomes

- Recommend policies advancing equity and social justice in educational organizations
- Select ethical and regulatory compliant actions supporting the mission and vision of organizations
- Develop leadership skills through the integration of theoretical constructs with professional practice
- Create strategic and tactical plans to improve organizations
- Construct theory-informed decisions for addressing complex problems of practice

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from an institutionally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States
- A master's degree in nursing (MSN)

Degree Requirements

The EdD Program requires 48 credits for degree completion. Students who choose the Nursing Education specialization must take two additional specialization courses for a total of 54 credit hours. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- Individuals with a previously completed master's degree will meet the basis of admission to the Doctor of Education Program.
- Doctoral courses are comprised of methods, the pre-candidacy prospectus, and the dissertation with a Grade Point Average of 3.0 (B) or higher.
- EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit policy for additional information.

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

Program Credit Transfer Eligibility

Students who complete the Master of Arts in Social Emotional Learning program and enroll in the Doctor of Education with a specialization in Social Emotional Learning can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied in satisfying these degree requirements.

- SEL600 SEL Education Communities will transfer for SEL-7100 Foundations of SEL
- SEL630 SEL Strategies will transfer for SEL-7200 Implementing SEL in the Modern Classroom

Students who complete the Master of Arts in Social Emotional Learning program and enroll in the Doctor of Education with a specialization in Trauma-informed Education Practices can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied in satisfying these degree requirements.

- SEL625 Trauma in Education will transfer for TRA-7100 Trauma-informed Educational Practices within Community Contexts and Conditions
- SEL635 Leadership and SEL in Context will transfer for TRA-7300 SEL and the Ethic of Care in Trauma-sensitive Environments

Students who complete the Master of Science in Applied Behavior Analysis program in either the 1:1 or class-based modality and enroll in the Doctor of Education with a specialization in Leadership in Curriculum and Teaching, Special Education, or General Education can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

General Education

(Individual-Based Model)

- ABA-6901 Foundations for Graduate Study in ABA will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA-6905 Assessment and Measurement in ABA will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

(Group-Based Model)

- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA626 Functional Behavioral Assessment will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

Leadership in Curriculum and Teaching

(Individual-Based Model)

- ABA-6903 Concepts and Principles of ABA will transfer for LCT-7100 Dispositions of Learner and Teacher
- ABA-6901 Foundations for Graduate Study in ABA will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice

(Group-Based Model)

- ABA620 Philosophical underpinning ABA will transfer for LCT-7100 Dispositions of Learner and Teacher
- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice

Special Education

(Individual-Based Model)

- ABA-6908 Research Design and Measurement in ABA will transfer as SE-7200 Analyzing Data and Monitoring Student Progress

- ABA-6909 Behavior Analytic Practice and Autism Spectrum will transfer as SE-7400 Implementing Programs for Students with Intellectual and Learning Disabilities

(Group-Based Model)

- ABA624 Measurement and Design will transfer as SE-7200 Analyzing Data and Monitoring Student Progress
- ABA628 Behavioral Change Procedures will transfer as SE-7400 Implementing Programs for Students with Intellectual and Learning Disabilities
- ABA630 Developing ABA Interventions will transfer as SE-7500 Implementing Programs for Students with Emotional and Behavioral Disorders

Students must pass the courses with a grade of "B" or better to receive transfer credit.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding the PhD in MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student

degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *
- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 33 months (36 months for Nursing Education specialization).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months (36 months for Nursing Education specialization).

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required.

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Assessment. Upon successful completion of the Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

In the Doctor of Education, specializations such as Early Childhood Education (ECE), Educational Leadership (EL), English Language Learning (ELL), Leadership in Coaching and Sport Management (LSM), Leadership in Curriculum and Teaching (LCT), Special Education (SE), and have a curriculum focused on the PK-12 environment.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3

- Specialization Course 4
- Specialization Course 5 **(Nursing Education specialization only)**
- Specialization Course 6 **(Nursing Education specialization only)**
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9601E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *
- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Early Childhood Education (ECE) Specialization

In this specialization, you will build on your existing knowledge and skills in early childhood education as you focus on leadership in practice. This focus will include curriculum, assessment, and program administration that aligns with research on the growth and development of young children. You will also investigate the roles of families, caregivers, schools, and communities as partners in early childhood education. This specialization supports your development as a leader focused on problems of practice in the field of early childhood education.

Specialization Courses – 12 credit hours

- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education
- ECE-7030 - Topics in Early Childhood Program Administration

English Language Learning (ELL) Specialization

The pedagogy of language acquisition is of great importance in not only today's classrooms, but also the businesses and organizations with which we all interact. The English Language Learning (ELL) specialization within the EdD-Ed program contributes to your preparation as an advanced practitioner and leader in the field. You will examine the

teaching, assessing, and developing curriculum for English language learners through the eyes of an advanced practitioner or local leader. In the final course, you will consider significant issues in ELL education, and one of these issues might inspire your dissertation-in-practice. Please note that, if you are seeking ELL/ESL certification, you should verify with appropriate state officials that this specialization meets applicable certification requirements.

Specialization Courses – 12 credit hours

- ESL-7200 - Teaching English Language Learners
- ESL-7300 - Assessing Diverse Learners
- ESL-7400 - Developing Curriculum for English Language Learners
- ESL-7600 - Issues in ELL Education

General Education Specialization

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

Students must complete a minimum of 12 credit hours for the specialization in General Education. Students may take education courses at the 7000 or 9000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 12 credit hours

Students are required to take 4 specializations courses. Students can choose from any of the following specialization courses listed below.

- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9000 - Educational Leadership Theories
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- OTL-7001 - Principles and Practices in Online Teaching and Learning
- SE-7100 - Advanced Topics in Special Education
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

Note:

Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic and Finance Counselor to revise their degree plan.

International Education and Globalization (IEG) Specialization

The focus of the International Education and Globalization specialization is on educational phenomena, practices, institutions, and organizations within different societies and cultures. This specialization includes an exploration of international organizations, initiatives, ethics, and challenges faced by international and global practitioners. Further,

this specialization prepares individuals to apply the concepts of organizational training, development, and leadership to the design, management, and evaluation of programs, institutions, and organizations. Additionally, this specialization will examine issues, challenges, and opportunities related to culture and society; as well as conflict, mediation, and resolution. Finally, this specialization explores the concepts of diversity, equity, inclusion, and justice in international and global contexts to enhance strategies and policy for practitioners.

Specialization Courses - 12 credit hours

- IEG-7100 - Introduction to International and Global Education
- IEG-7200 - Perspectives on Culture, Society, and Education
- IEG-7300 - Educational Conflict, Mediation, and Resolution
- IEG-7500 - Ethical Issues and Responsibilities in International and Global Education

Leadership in Coaching and Sport Management (LSM) Specialization

The specialization is designed to allow students to develop and enhance academic and practical skills for success in the academy and other career paths. The specialization reinforces principles in leadership, research, appreciation of literature, and data driven decision making, allowing graduates to create or enhance their own niche in the many disciplines of athletic coaching and sport management. Students will integrate professional and ethical essentials of leadership including DEI in athletic coaching and sport management and validate research principles to make data driven decisions in athletic coaching and sport management. Further, students will justify continual professional development in athletic coaching and sport management and cultivate effective communications with all audiences using a variety of delivery modalities. Finally, students will synthesize literature for research-based practice in athletic coaching and sport management and develop specialization content knowledge in the core and related courses. The specialization blends coursework, research, and practical experience to prepare the graduates for careers in interscholastic, intercollegiate, professional, and recreational sport settings.

Specialization Courses – 12 credit hours

Select 1 course from the following:

- LSM-7100 - Organization and Administration in Sport Management
- LSM-7200 - Analysis of Sport Performance
- LSM-7300 - Legal & Economic Aspects of Sports Management
- LSM-7400 - Psych of Athletic Coaching

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- LSM-7000 - Ethics/Diversity in Athletics
- LSM-7500 - Contemporary Issues in Athletics

Leadership in Curriculum and Teaching (LCT) Specialization

This specialization equips teachers with the tools and competencies needed to enhance their professional effectiveness as teacher leaders. Participants will explore current practices in education, foundational principles of teaching and learning, and methods for evaluating and critiquing curriculum design. The specialization also addresses educational change and conflict resolution, emphasizing the role of reflective decision-making in the development and implementation of practical solutions to educational challenges.

Specialization Courses – 12 credit hours

- LCT-7000 - Developing Instructional Strategies and Curriculum
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- OL-7100 - Conflict Resolution and Mediation

Select 1 of the following courses:

- LCT-7100 - Dispositions of Learner and Teacher
- LCT-7200 - Design and Evaluation of Curriculum and Programs
- LCT-7300 - Theories and Applications of Instructional Strategies
- EDL-9000 - Educational Leadership Theories
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education

Leadership in Higher Education (LHE) Specialization

This specialization prepares you to lead in a variety of higher education institutions. You will examine leadership across different functions, such as student services, strategic planning, and academic program and curriculum development, as well as different types of institutions, such as public, private, for profit, and non-profit. You will also explore the leader's role in other institutional operations related to legal and financial considerations.

Specialization Courses – 12 credit hours

Students are required to take 4 specializations courses. Students will be required to take the first three specialization courses and then choose one of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7600 - Strategic Planning and Operations in Higher Education

Select 1 course from the following:

- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- EDL-9500 - Innovation for Change in Educational Organizations
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

Nursing Education (NUR) Specialization

The principal mission of this specialization is to prepare nurse educators and leaders in nursing education. In this interdisciplinary specialization, students take courses in the Sanford College of Education and the School of Health

Professions, Department of Nursing. The recent shortage of nursing faculty has resulted in a scarcity of enrollment vacancies in U.S. nursing programs. It is this gap that the University's Nursing Education specialization is designed to fill.

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

Specialization Courses – 18 credit hours

- NUR-7000 - Nursing Education Theories and Concepts
- NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader
- NUR-7002 - Nurse as Educator
- NUR-7003 - Evidenced-Based Teaching in Nursing
- NUR-7004 - Teaching with Technology in Nursing Education
- NUR-7005 - Assessment and Evaluation in Nursing Education

Online Teaching and Learning (OTL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Specialization Courses - 12 credit hours

Select 4 courses from the following:

- OTL-7001 - Principles and Practices in Online Teaching and Learning
- OTL-7002 - Online Teaching Instructional Strategies
- OTL-7003 - Instructional Design and Engaging Activities
- OTL-7004 - The Online Learner
- OTL-7006 - Facilitating Adult Learning Online
- OTL-7007 - Developing Online Content Ethically and Legally
- OTL-7700 - Leading Online Learning for K-12 Students

School Safety, Security and Emergency Management (SEM) Specialization

The school safety, security, and emergency management specialization is designed to allow learners to focus on the three areas unique to the specialization title. Students who feel safe and secure at school are better able to learn by engaging with the curriculum, their teachers, and their peers. This specialization offers K-12 professionals and other related emergency management or district management personnel the opportunity to learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice, and other alternatives to student discipline; and how to contribute, implement and improve school safety plans.

Specialization Courses - 12 credit hours

- SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management

- SEM-7400 - Violence Prevention and Response
- SEM-7500 - All-Hazards Response and Recovery

Social Emotional Learning (SEL) Specialization

The Social Emotional Learning (SEL) specialization is focused on mid-career or advanced classroom teachers, school counselors or psychologists, and school/district administrators who desire a more intensive examination of the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. From a practitioner's perspective, you will examine how these competencies are applied across classrooms, schools, homes, and communities. While individuals outside of the K-12 school context would benefit from the specialization, the courses do use a K-12 lens.

Specialization Courses – 12 credit hours

To fulfill the four-course elective requirement, students are required to take SEL-7100 and SEL-7600, with a choice of two of the remaining four courses in between. SEL-7100 should be taken as the first course and SEL-7600 should be taken as the last course.

Required Course:

- SEL-7100 - Foundations of Social Emotional Learning

Select 2 courses from the following:

- SEL-7200 - Implementing SEL in the Modern Classroom
- SEL-7300 - Integrating SEL into School Culture and Climate
- SEL-7400 - Incorporating SEL with Policy Development and Implementation
- SEL-7500 - Involving Caregivers and Communities

Required Course:

- SEL-7600 - Comprehensive Planning for SEL Initiatives

Special Education (SE) Specialization

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

Specialization Courses – 12 credit hours

- SE-7100 - Advanced Topics in Special Education
- SE-7200 - Analyzing Data and Monitoring Student Progress
- SE-7300 - Leadership, Law, and Finance in Special Education
- SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders

Trauma-Informed Educational Practices (TRA) Specialization

The EdD is an applied practitioner degree, which affords students the opportunity to implement change and practices within their own environment. This degree will build on practice-based knowledge and skills related to teaching and learning with a focus on specific trauma-informed educational practices. This applied study will extend across

various educational settings and populations. You will explore the fundamentals of practice in trauma-informed approaches to education, explore how trauma manifests in different populations and communities, specific trauma-informed strategies for the classroom, and practices common to strengthening resilience among both students and educators.

Specialization Courses - 12 credit hours

- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments
- TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments
- TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments

Doctor of Education in Educational and Organizational Leadership, EdD

Description of Program

The Doctor of Education (EdD) degree in Educational and Organizational Leadership (EdL) is a practitioner-researcher degree designed to prepare educational leaders who desire to improve educational practice across private and public sectors of PK-12, higher education, military, and corporate learning organizations. You will acquire skills to ethically address the complex problems within educational practice using data-driven decision-making and other conceptual frames linking systematic inquiry with innovative solutions. The degree culminates in the completion of empirical research with direct implications for educational practice.

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

- Illustrate effective educational leadership vision and integrity through strategic planning involving data-driven decision-making and evidence-based practice
- Determine the aspects of professional capacity and resource needs for a quality professional learning community within a sector-specific learning organization
- Develop effective leadership traits to improve educational practice across diverse learning organizations within public and private sectors
- Devise informed evidence-based solutions to address a complex problem from educational practice
- Conduct empirical research to address a complex problem within educational practice

Basis for Admissions

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from an institutionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Education (EdD) in Educational and Organizational Leadership (EdL) requires 54 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the pre-candidacy prospectus, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The EdD-EdL degree program has the following graduation requirements:

- A minimum of 42 credit hours of graduate instruction must be completed through the University
- Official transcripts on file for all transfer credits accepted by the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- University Approval of Dissertation Manuscript and Oral Presentation completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the EdD-EdL program.

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

Program Credit Transfer Eligibility

Students who complete the Master of Science in Applied Behavior Analysis program and enroll in the Doctor of Education in Educational and Organizational Leadership can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

(Individual-Based Model)

- ABA-6901 Foundations for Graduate Study in ABA will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA-6905 Assessment and Measurement in ABA will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

(Group-Based Model)

- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA626 Functional Behavioral Assessment will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

Students must pass the courses with a B or better grade to receive transfer credit.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding the PhD in MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *
- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 41 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 35 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- EDL-9000 - Educational Leadership Theories
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- Elective Course 1
- Elective Course 2
- Elective Course 3
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9602E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *

- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Elective Courses:

Select 3 of the following electives:

- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education
- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- LHE-7600 - Strategic Planning and Operations in Higher Education

Doctor of Education in Instructional Design, EdD

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who earn the Doctor of Education in Instructional Design (EdD-ID) will manage complex design projects and apply advanced design skills within work settings spanning all industry sectors. The EdD-ID program outcomes are aligned to the advanced and managerial ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT). These competencies and standards include planning, analyses, universal design, development, rapid prototyping, implementation, evaluation, and project management of instructional and training interventions.

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

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

Learning Outcomes

- Manage complex design processes and products collaboratively with diverse stakeholders.
- Evaluate technologies used in instructional and training solutions.
- Examine different principles, theories, and models related to instructional design.
- Develop strategies to address ethical, legal, and political factors influencing instructional and training solutions.
- Improve professional practice of instructional design.

Basis for Admissions

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from an institutionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Education in Instructional Design (EdD-ID) requires 54 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the pre-candidacy prospectus, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed

The EdD-ID degree program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program. See the Transfer Credit Policy for additional information.

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

Program Credit Transfer Eligibility

Students enrolling in the Doctor of Education in Instructional Design and have completed the Master of Science in Learning Experience Design and Educational Technology can transfer up to 6 semester credits to satisfy the degree requirements.

The following equivalences will be applied to the current degree requirements.

- EID610 Instructional Design will transfer for ID-8900 Foundations of Instructional Design
- EID630 Media Based Learning Objectives will transfer for ID-8930 Interactive Media Design

Students must pass the courses with a grade of "B" or better to receive transfer credit.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding the PhD in MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *
- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 41 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 35 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD-ID program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. Additional credit hours may be allowed as needed to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

EDU-8050 - Foundations of Advanced Graduate Study and Research

- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- ID-8900 - Foundations of Instructional Design
- ID-8910 - Models of Instructional Design
- ID-8930 - Interactive Media Design
- ID-8940 - Accessible Design in ID
- ID-8950 - Project Management
- ID-8960 - Applied Design & Development
- EDR-8201 - Statistics I
- EDR-8300 - The Research Process
- EDR-8200 - Scholarly Literature Review
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9603E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *

- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Doctor of Philosophy in Education, PhD

Description of Program

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

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from an institutionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

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

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

Program Credit Transfer Eligibility

Students who complete the Master of Arts in Social Emotional Learning program and enroll in the Doctor of Philosophy in Education with a specialization in Social Emotional Learning can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

- SEL600 SEL Education Communities will transfer for SEL-7100 Foundations of SEL
- SEL630 SEL Strategies will transfer for SEL-7200 Implementing SEL in the Modern Classroom

Students who complete the Master of Arts in Social Emotional Learning program and enroll in the Doctor of Philosophy in Education with a specialization in Trauma-informed Education Practices can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

- SEL625 Trauma in Education will transfer for TRA-7100 Foundations of SEL
- SEL635 Leadership and SEL in Context will transfer for TRA-7300 Integrating SEL into School Culture and Climate

Students must pass the courses with a B or better grade to receive transfer credit.

Students who complete the Master of Science in Applied Behavior Analysis program in either the individual-based or group-based modality and enroll in the Doctor of Philosophy in Education with a specialization in Leadership in Curriculum and Teaching, Special Education, or General Education can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

General Education

(Individual-Based Model)

- ABA-6901 Foundations for Graduate Study in ABA will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA-6905 Assessment and Measurement in ABA will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

(Group-Based Model)

- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA626 Functional Behavioral Assessment will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

Leadership in Curriculum and Teaching

(Individual-Based Model)

- ABA-6903 Concepts and Principles of ABA will transfer for LCT-7100 Dispositions of Learner and Teacher
- ABA-6901 Foundations for Graduate Study in ABA will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice

(Group-Based Model)

- ABA620 Philosophical underpinning ABA will transfer for LCT-7100 Dispositions of Learner and Teacher

- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice

Special Education

(Individual-Based Model)

- ABA-6908 Research Design and Measurement in ABA will transfer as SE-7200 Analyzing Data and Monitoring Student Progress
- ABA-6909 Behavior Analytic Practice and Autism Spectrum will transfer as SE-7400 Implementing Programs for Students with Intellectual and Learning Disabilities

(Group-Based Model)

- ABA624 Measurement and Design will transfer as SE-7200 Analyzing Data and Monitoring Student Progress
- ABA628 Behavioral Change Procedures will transfer as SE-7400 Implementing Programs for Students with Intellectual and Learning Disabilities
- ABA630 Developing ABA Interventions will transfer as SE-7500 Implementing Programs for Students with Emotional and Behavioral Disorders

Students must pass the courses with a B or better grade to receive transfer credit.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;

- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*

- DIS-9400C - The Dissertation Manuscript and Defense Continued*
- DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Doctoral Student Experience (DSE) Manual that explains the process and the University's dissertation support structure.

The PhD doctoral research courses, the PhD comprehensive course and the PhD dissertation courses are specifically designed as a guide through the process in an orderly and meaningful fashion and lead to the oral defense.

The dissertation is the capstone academic achievement of the PhD. The PhD dissertation is a scholarly documentation of the research. To earn the PhD the student must demonstrate the ability, motivation, and commitment and the University will provide the faculty, the academic support and process to assist with the attainment of high academic goals. There is an oral dissertation defense.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

*The elective course can be satisfied with any doctoral level Sanford College of Education course. The course listed in the degree plan can be changed upon request. Students should contact their Academic and Finance Counselor for assistance.

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. **If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- Elective Course*
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis -or- EDR-8202 - Statistics II
- CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued**
    - DIS-9100C - Components of the Dissertation Continued**
    - DIS-9100D - Components of the Dissertation Continued**
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued**

    - DIS-9200C - Completing the Dissertation Proposal Continued**
    - DIS-9200D - Completing the Dissertation Proposal Continued**
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued**
    - DIS-9300C - Data Collection and Analysis Continued**
    - DIS-9300D - Data Collection and Analysis Continued**
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued**
    - DIS-9400C - The Dissertation Manuscript and Defense Continued**
    - DIS-9400D - The Dissertation Manuscript and Defense Continued**

Early Childhood Education (ECE) Specialization

In this specialization, you will build on the foundational principles of early childhood education as you focus on research and theory. This focus will include curriculum, assessment, and program administration that aligns with theories about the growth and development of young children. You will also investigate early childhood literacy and literature along with the roles of families, caregivers, schools, and communities. This specialization supports your future work as a researcher contributing to the broader body of knowledge around early childhood education.

Specialization Courses – 18 credit hours

- ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs
- ECE-7005 - Early Childhood Curriculum and Assessment
- ECE-7007 - Early Childhood Literacy and Literature
- ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education
- ECE-7010 - Principles of Early Childhood Education
- ECE-7030 - Topics in Early Childhood Program Administration

English Language Learning (ELL) Specialization

The English Language Learning (ELL) specialization within the PhD program contributes to your preparation as a research scholar in the field. You will build on your existing knowledge and skills in preparation for continued research around teaching, assessing, and developing curriculum for English language learners. The final course offers you the opportunity to consider significant issues in ELL education, and one of these issues might inspire your dissertation topic and your future research agenda. Please note that, if you are seeking ELL/ESL certification, you should verify with appropriate state officials that this specialization meets applicable certification requirements.

Specialization Courses – 18 credit hours

- ESL-7100 - Second Language Foundations
- ESL-7200 - Teaching English Language Learners
- ESL-7300 - Assessing Diverse Learners
- ESL-7400 - Developing Curriculum for English Language Learners
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice

- ESL-7600 - Issues in ELL Education

General Education Specialization

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

Students must complete a minimum of six specialization courses and one elective course. Students may take education courses at the 7000 or 9000 level including up to two courses from other fields (Psychology, Technology and/or Business) to fulfill their specialization requirements. Additional courses (i. e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Specialization Courses - 18 credit hours

Students will take six of any of the following courses within the School of Education. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- OTL-7001 - Principles and Practices in Online Teaching and Learning
- SE-7100 - Advanced Topics in Special Education
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

International Education and Globalization (IEG) Specialization

The International Education and Globalization specialization focuses on educational phenomena, practices, institutions, and organizations within different societies and cultures. This specialization includes an exploration of international organizations, policies, initiatives, and challenges faced by international and global practitioners. Further, this specialization prepares individuals to apply the concepts of organizational training, development, and ethical leadership to the design, management, and evaluation of programs, institutions, and organizations. Additionally, this specialization will examine issues, challenges, and opportunities related to culture and society; as well as conflict, mediation, and resolution. Finally, this specialization explores the concepts of diversity, equity, inclusion, and justice in international and global contexts. For the Ph.D. student, this includes an exploration of policy and related theories of leadership.

Specialization Courses - 18 credit hours

- IEG-7100 - Introduction to International and Global Education
- IEG-7200 - Perspectives on Culture, Society, and Education
- IEG-7300 - Educational Conflict, Mediation, and Resolution
- IEG-7400 - Globalization and International Education Policy
- IEG-7500 - Ethical Issues and Responsibilities in International and Global Education

- IEG-7600 - Capstone: Theory and Leadership in International Education and Globalization

Leadership in Coaching and Sport Management Specialization

The specialization is designed to allow students to develop and enhance academic and practical skills for success in the academy and other career paths. The specialization reinforces principles in leadership, research, appreciation of literature, and data driven decision making, allowing graduates to create or enhance their own niche in the many disciplines of athletic coaching and sport management. Students will integrate professional and ethical essentials of leadership including DEI in athletic coaching and sport management and validate research principles to make data driven decisions in athletic coaching and sport management. Further, students will justify continual professional development in athletic coaching and sport management and cultivate effective communications with all audiences using a variety of delivery modalities. Finally, students will synthesize literature for research-based practice in athletic coaching and sport management and develop specialization content knowledge in the core and related courses. The specialization blends coursework, research, and practical experience to prepare the graduates for careers in interscholastic, intercollegiate, professional, and recreational sport settings.

Specialization Courses – 18 credit hours

- EDL-9000 - Educational Leadership Theories
- LSM-7000 - Ethics/Diversity in Athletics

Select 3 courses from the following:

- LSM-7100 - Organization and Administration in Sport Management
- LSM-7200 - Analysis of Sport Performance
- LSM-7300 - Legal & Economic Aspects of Sports Management
- LSM-7400 - Psych of Athletic Coaching

Required Specialization Course:

- LSM-7500 - Contemporary Issues in Athletics

Leadership in Curriculum and Teaching (LCT) Specialization

This specialization equips teachers with the tools and competencies needed to enhance their professional effectiveness as teacher leaders. Participants will explore current practices in education, foundational principles of teaching and learning, and methods for evaluating and critiquing curriculum design. The specialization also addresses educational change and conflict resolution, emphasizing the role of reflective decision-making in the development and implementation of practical solutions to educational challenges.

Specialization Courses - 18 Credit Hours

Required Specialization Courses:

- LCT-7000 - Developing Instructional Strategies and Curriculum
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- OL-7100 - Conflict Resolution and Mediation

Select 3 of the following courses:

- LCT-7100 - Dispositions of Learner and Teacher
- LCT-7200 - Design and Evaluation of Curriculum and Programs
- LCT-7300 - Theories and Applications of Instructional Strategies

- EDL-9000 - Educational Leadership Theories
- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education

Leadership in Higher Education (LHE) Specialization

This specialization prepares you to lead in a variety of higher education institutions. You will examine leadership across different functions, such as student services, strategic planning, and academic program and curriculum development, as well as different types of institutions, such as public, private, for profit, and non-profit. You will also explore the leader's role in other institutional operations related to legal and financial considerations.

Specialization Courses – 18 credit hours

Students will be required to take the first three specialization courses and then choose three of the remaining specialization courses listed below.

Required Specialization Courses:

- EDL-9000 - Educational Leadership Theories
- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice
- LHE-7600 - Strategic Planning and Operations in Higher Education

Select 3 courses from the following:

- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- EDL-9500 - Innovation for Change in Educational Organizations
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence

Online Teaching and Learning (OTL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

Specialization Courses - 18 credit hours

Select 6 of the following:

- OTL-7001 - Principles and Practices in Online Teaching and Learning
- OTL-7002 - Online Teaching Instructional Strategies
- OTL-7003 - Instructional Design and Engaging Activities
- OTL-7004 - The Online Learner
- OTL-7006 - Facilitating Adult Learning Online

- OTL-7007 - Developing Online Content Ethically and Legally
- OTL-7700 - Leading Online Learning for K-12 Students

School Safety, Security and Emergency Management (SEM) Specialization

The school safety, security, and emergency management specialization is designed to allow learners to focus on the three areas unique to the specialization title. Students who feel safe and secure at school are better able to learn by engaging with the curriculum, their teachers, and their peers. This specialization offers K-12 professionals and other related emergency management or district management personnel the opportunity to learn about diverse topics such as technologies to manage safety, security, and emergencies; threat assessments of people and facilities; restorative justice, and other alternatives to student discipline; and how to contribute, implement and improve school safety plans. Further, a theoretical underpinning of these issues and the needed response will be examined. Learners will demonstrate their proficiency through a capstone project in the final specialization course.

Specialization Courses - 18 credit hours

- SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment
- SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- SEM-7400 - Violence Prevention and Response
- SEM-7500 - All-Hazards Response and Recovery
- SEM-7600 - Capstone: Developing Strategies and Policies to Further Safety, Security, and Emergency Management Practices

Social Emotional Learning (SEL) Specialization

The Social Emotional Learning (SEL) specialization is focused on mid-career or advanced classroom teachers, school counselors or psychologists, and school/district administrators who desire a more intensive examination of the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. From a practitioner's perspective, you will examine how these competencies are applied across classrooms, schools, homes, and communities. While individuals outside of the K-12 school context would benefit from the specialization, the courses do use a K-12 lens.

Specialization Courses – 18 credit hours

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

Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of

these students. Additionally, the specialization will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student, using analysis of contemporary research.

Specialization Courses – 18 credit hours

- SE-7100 - Advanced Topics in Special Education
- SE-7200 - Analyzing Data and Monitoring Student Progress
- SE-7300 - Leadership, Law, and Finance in Special Education
- SE-7400 - Implementing Programs for Students with Intellectual and Learning Disabilities
- SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders
- SE-7600 - Advanced Capstone in Special Education

Trauma-Informed Educational Practices (TRA) Specialization

The PhD degree is a theoretically-driven degree, which asks students to explore and integrate components of theoretical, fundamental knowledge related to teaching and learning with a focus on specific trauma-informed educational practices. This exploration will extend across various educational settings and populations and will examine the theoretical fundamentals of a trauma-informed approach to education, how trauma manifests in different populations and communities, specific trauma-informed strategies for the classroom, and theory which supports strengthening resilience among both students and educators.

Specialization Courses - 18 Credit Hours

- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- TRA-7200 - Linking Theory and Practice to Design Trauma-Sensitive Environments
- TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments
- TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments
- TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments
- TRA-7600 - Community-wide Trauma and Learning: Next Steps in Advanced Practice and Research

Doctor of Philosophy in Educational and Organizational Leadership, PhD

Description of Program

The Doctor of Philosophy (PhD) degree in Educational and Organizational Leadership (EdL) is a theoretical research degree designed to prepare educational leaders who desire to improve educational policy and research across private and public sectors of PK-12, higher education, military, and corporate learning organizations. You will acquire skills to ethically address the complex problems within educational practice using data-driven decision-making and other theoretical frames linking systematic inquiry with innovative, research-based solutions. The degree culminates in the completion of empirical dissertation research with direct implications for educational theory and policy.

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-

12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

Learning Outcomes

- Examine educational leadership, research, and policy from practice-based, evidence-based, and research-based perspectives
- Determine the aspects of professional capacity and resource needs for a quality professional learning community within sector-specific learning organizations
- Develop effective leadership traits to improve educational practice for diverse learning organizations within public and private sectors
- Devise a research- and theoretically-based examination of a complex problem within educational leadership
- Conduct theoretically-based empirical research to address a complex problem within educational leadership, research, or policy

Basis for Admissions

Admission requires a conferred post-baccalaureate master's degree and/or doctoral degree from an institutionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The Doctor of Philosophy (PhD) in Educational and Organizational Leadership (EdL) requires 60 credit hours for degree completion. Coursework includes foundations, educational leadership, research methods, the pre-candidacy prospectus, and the dissertation. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed

The PhD-EdL degree program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Successful completion of all courses with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept up to 12 semester credit hours earned with a grade of "B" or better for graduate coursework completed at an accredited college or university and evaluated to be substantially equivalent in content with the required course work for the PhD-EdL program. See the Transfer Credit Policy for additional information.

Program Credit Transfer Eligibility

Students who complete the Master of Science in Applied Behavior Analysis program and enroll in the Doctor of Philosophy in Education in Educational and Organizational Leadership can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

(Individual-Based Model)

- ABA-6901 Foundations for Graduate Study in ABA will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice

- ABA-6905 Assessment and Measurement in ABA will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

(Group-Based Model)

- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA626 Functional Behavioral Assessment will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

Students must pass the courses with a B or better grade to receive transfer credit.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 46 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal

commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD-EdL program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. The University provides a detailed Doctoral Student Experience (DSE) Manual that explains the process and University's dissertation support structure.

The PhD-EdL doctoral research courses, the PhD-EdL comprehensive course and the PhD-EdL dissertation courses are specifically designed as a guide through the process in an orderly and meaningful fashion and lead to the oral defense.

The dissertation is the capstone academic achievement of the PhD-EdL. The PhD-EdL dissertation is a scholarly documentation of the research. To earn the PhD-EdL the student must demonstrate the ability, motivation, and commitment and the University will provide the faculty, the academic support and process to assist with the attainment of high academic goals. There is also an oral defense.

The PhD-EdL research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD-EdL students take EDR-8201 - Statistics I and EDR-8202 - Statistics II as part of their program of study.

Dissertation Process

Faculty assists each Doctoral student to reach this goal through a systematic process leading to a high-quality completed dissertation. A PhD-EdL dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research

- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- EDL-9000 - Educational Leadership Theories
- OL-7100 - Conflict Resolution and Mediation
- OL-7102 - Leadership Ethics to Attain Organizational Excellence
- Elective Course 1
- Elective Course 2
- Elective Course 3
- Elective Course 4
- EDR-8200 - Scholarly Literature Review
- EDR-8300 - The Research Process
- EDR-8201 - Statistics I
- EDR-8400 - Advanced Qualitative Methodology and Designs
- EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9702E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Elective Courses:

Select 4 of the following courses:

- EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice

- EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education
- EDL-9300 - Legal Issues in PK-12 Education
- EDL-9400 - PK-12 Curriculum, Instruction, and Assessment
- EDL-9500 - Innovation for Change in Educational Organizations
- EDL-9600 - Policy Development & Implementation in PK-12 Education
- EDL-9700 - Finance & Budgeting in PK-12 Education
- SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management
- TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions
- SEL-7600 - Comprehensive Planning for SEL Initiatives
- SE-7300 - Leadership, Law, and Finance in Special Education
- LHE-7200 - Student Services in Higher Education
- LHE-7300 - Legal Issues in Higher Education
- LHE-7400 - Academic Program and Curriculum Development in Higher Education
- LHE-7500 - Financial Considerations in Higher Education
- LHE-7600 - Strategic Planning and Operations in Higher Education

Doctor of Philosophy in Instructional Design, PhD

Description of Program

Instructional design (ID) is a craft – a blend of science and art. Students who earn the Doctor of Philosophy in Instructional Design (PhD-ID) will make research-based contributions to the learning sciences through the synthesis of research, theory, and practice. Such contributions will relate to the ID competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI), the Association for Talent Development (ATD), and the standards of the Association for Educational Communication and Technology (AECT).

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at http://www.epsb.ky.gov/mod/page/view.php?id=12.

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

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

Learning Outcomes

- Manage complex design processes and products collaboratively with diverse stakeholders.
- Examine different principles, theories, and models related to instructional design.
- Develop strategies to address ethical, legal, and political factors influencing design and development solutions.
- Evaluate technologies used in instructional and training solutions.

- Contribute to the theoretical body of knowledge in instructional design.

Basis for Admissions

A conferred graduate degree from an institutionally accredited academic institution or an international institution determined to be equivalent through an approved evaluation service.

Degree Requirements

The PhD Program may be completed in 60 semester credit hours. Additional credit hours may be allowed as needed to complete dissertation research in alignment with the Satisfactory Academic Progress (SAP) and Academic Maximum Time Frame policies. Students who do not complete their program within these requirements may be dismissed.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD-ID program. See the Transfer Credit Policy for additional information.

Program Credit Transfer Eligibility

Students enrolling in the Doctor of Philosophy in Instructional Design and have completed the MS in Learning Experience Design and Educational Technology can transfer up to 6 semester credit hours to satisfy the degree requirements. The following equivalencies will be applied to the current degree requirements.

- EID610 Instructional Design will transfer for ID-8900 Foundations of Instructional Design
- EID630 Media Based Learning Objectives will transfer for ID-8930 Interactive Media Design

Students must pass the courses with a B or better grade to receive transfer credit.

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);

- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis

    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 37 months.

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD-ID program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- EDU-8050 - Foundations of Advanced Graduate Study and Research
- EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks
- EDL-9000 - Educational Leadership Theories
- ID-8900 - Foundations of Instructional Design
- ID-8910 - Models of Instructional Design
- ID-8920 - Theoretical Foundations of Instructional Design Practice
- ID-8930 - Interactive Media Design
- ID-8940 - Accessible Design in ID
- ID-8950 - Project Management
- ID-8960 - Applied Design & Development
- EDR-8201 - Statistics I
- EDR-8300 - The Research Process
- EDR-8200 - Scholarly Literature Review
- EDR-8400 - Advanced Qualitative Methodology and Designs - or - EDR-8500 - Advanced Quantitative Methodology and Designs
- EDR-8206 - Applied Qualitative Analysis - or - EDR-8202 - Statistics II
- CMP-9703E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

School of Health Professions

Doctor of Health Administration, DHA

Description of Program

Under the framework of interprofessional education, the Doctor of Health Administration (DHA) program will provide a high-quality educational experience that prepares students for success in mid-career and senior level executive positions in the healthcare industry. The program will present essential competencies and learning experiences to enable and prepare graduates to lead and effect change in complex and diverse healthcare organizations.

Click here for potential career opportunities within the DHA.

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

Learning Outcomes

- Assess community needs through research, collaboration, and relationship building
- Recommend ethically sound policies that promote accountability and professionalism
- Facilitate change by leveraging technology and human capital within the healthcare industry
- Develop health related organizations by using data to inform strategy and address industry problems
- Construct and cultivate financial structures to ensure organizational viability

Basis for Admissions

In order to enter in the Doctor of Health Administration applicants must have a conferred master's degree from an institutionally accredited academic institution with minimum grade point average of 3.0 or higher on a 4.0 scale. To be considered for admission to the DHA program, applications require:

- Completion of the application for admission
- Curriculum vitae or résumé

- Demonstration of at least 3 years of work-related experience in mid-level or higher healthcare management or health-related positions

EXCEPTION: Applicants without requisite healthcare experience/education may seek conditional admission from the School Dean.

Credit for Prior Learning

Credit will be awarded to eligible candidates who possess graduate and/or professional experience in the core business functions of healthcare (finance, human resources, strategic management, and marketing). Credit will be awarded to candidates/applicants meeting all of the following criteria:

1. Applicant meets all BFA requirements for acceptance into the DHA; AND one (1) of the following conditions.

a. Graduate Education Experience: Applicant has an awarded graduate degree from an institutionally accredited academic institution in one of the following subject areas:

- Masters in Business Administration (MBA); either general or specialized
- Masters in Health (or Healthcare) Administration (MHA or MSHA)
- Masters in Public Health (with Healthcare Management Track/Emphasis)

MBA, MHA, MSHA, and MPH. The MPH graduate must have specialized in health administration.

The APD will make the determination about what courses listed below can be satisfied with prior learning credit. Healthcare management professionals accepted and enrolled in the DHA may receive up to a maximum of 12 credit hours towards their program and would still complete the required doctoral research courses.

- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7002 - Health Leadership and Systems Thinking
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7004 - Communications, Marketing, and Public Relations for Healthcare Admin
- DHA-7005 - Healthcare Quality Management

b. Demonstrated Professional Expertise: Applicant can provide documentation of achieving an advanced professional certification in one of the following healthcare management professional associations (See Table 1). These associations comprise the largest healthcare management associations that attract a broad membership and provide industry-recognized professional certifications.

Table 1. Professional Certifications Eligible for DHA credit for prior learning option.

Healthcare Management Professional Association	**Certification Level**	**Credit for the following DHA courses**
American College of Healthcare Executives (ACHE)	Certified Healthcare Executive (CHE) or Fellow, ACHE	DHA 7002 DHA 7003 DHA 7004 DHA 7005
Healthcare Financial Management Association (HFMA)	Certified Healthcare Financial Professional (CHFP) or Fellow, HFMA	DHA 7001

		DHA 7002 DHA 7004 DHA 7005
Medical Group Management Association (MGMA)	American College of Medical Practice Executives (ACMPE) Board Certification	DHA 7002 DHA 7003 DHA 7004 DHA 7005
Healthcare Information and Management Systems Society (HIMSS)	Certified Professional in Healthcare Information and Management Systems (CPHIMS)	DHA 7002 DHA 7003 DHA 7004 DHA 7005

Degree Requirements

The DHA degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The DHA degree program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- University approval of dissertation project and successful completion of the dissertation defense
- Submission of the approved project to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma
- Students are required to own or otherwise have access to a computer/laptop equipped with a webcam, a microphone, and a high-speed Internet connection in order to complete course assignments throughout their program

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully

meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding the PhD in MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)

- CMP-9XXX - School based Prospectus course
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *
- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 44 months.

Doctoral Student Experience (DSE): An Applied Dissertation Process

Faculty assists each Doctoral student to reach this high academic goal through a systematic process leading to a high-quality, completed applied project. The applied dissertation is a scholarly documentation of the completed project, which uses current knowledge to solve a real-world problem. This process requires care in choosing a project topic, documenting its importance, planning the methodology, and connecting the importance of the project to the field. These activities lead smoothly into writing the applied dissertation and presenting the defense of the project.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses as they work on their applied project. These courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the course sequence. If additional time is required to complete any of the courses, students must enroll in supplemental courses and pay the tuition for those courses. Continuous enrollment will only be permitted when students demonstrate progress toward completing the requirements of the applied doctoral project. The Project Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the applied doctoral project. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed,

additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- DHA-7100 - Applied Doctoral Studies in Healthcare Administration
- DHA-7001 - Healthcare Financial Management and Economics
- DHA-7002 - Health Leadership and Systems Thinking
- DHA-7003 - Human Resource Management for Healthcare Administrators
- DHA-7004 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders
- DHA-7005 - Healthcare Quality Management
- DHA-7006 - Health Law, Ethics, and Policy
- DHA-7007 - Trends and Issues in Executive-Level Management for Healthcare Administrators
- DHA-7108 - Applied Research Projects in Healthcare
- DHA-7009 - Quantitative Reasoning and Analysis
- DHA-7110 - Literature Review for Healthcare Administration
- DHA-7011 - Advanced Application of Practice-Based Research in Health
- DHA-7012 - Data-Driven Decision Making
- Elective Course 1
- Elective Course 2
- CMP-9701HA - DHA Pre- Candidacy Prospectus
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
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- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Elective Courses - 6 credit hours

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

The recommended elective courses for the DHA includes:

- DHA-7014 - Current Issues in Long-Term Care Administration

- DHA-7015 - Advanced Conflict Resolution in Healthcare Organizations
- DHA-7016 - Conducting Theory-driven Program Evaluations
- DHA-7017 - Introduction to Major US Healthcare Datasets
- DHA-7018 - Health Economic Analysis

Other Elective Course Option

The Doctor of Health Administration program allows students to select electives from a broad range of courses to fit their personal and professional goals. Electives have been agreed upon by the Deans of the Schools of Business and Economics, Sanford College of Education, JFK School of Psychology and Social Sciences, and Technology and Engineering. A complete listing of the approved electives can be located through the following resources: the DHA Program Handbook, the Health Administration Forum of The Commons, or by contacting the School of Health Professions Academic and Financial Advisor(s).

Doctor of Nursing Practice in Executive Leadership, DNP

Description of Program

***THIS PROGRAM IS NOT CURRENTLY ACCEPTING NEW APPLICANTS.**

The DNP in Executive Leadership specialization is designed for experienced nurses who want to expand their career options. This specialty prepares advanced degree nurses to assume a broader leadership role as a nurse executive within a healthcare organization and to actively participate in and lead interdisciplinary teams. In addition to the American Association of Colleges of Nursing (AACN)), Essentials (2021), the specialization outcomes were based upon the American Organization for Nursing Leadership (AONL) Nurse Executive Competencies (2015).

The DNP program includes both didactic and practice experience courses to meet the degree requirements.

The University's DNP program will utilize both the American Association of Colleges of Nursing (AACN) Essentials (2021) and the American Organization of Nurse Leaders (AONL) competencies (2015) in the development of program and course outcomes. The program includes a minimum of 570 practice experience hours. A minimum of 1000 post-baccalaureate clinical/practice experience hours is required for program completion. The experiential learning component is focused on the development of executive nursing leadership competencies across a variety of healthcare settings and organizations.

Click here for potential career opportunities within the DNP.

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

Learning Outcomes

- Evaluate data to inform nursing practice, organizational health, and care delivery
- Develop data-informed, literature-based strategic plans for organizations
- Interface with other nursing professionals with regards to the fostering of culture of accountability and responsibility for professional judgment and actions
- Create new explanatory and predictive models to advance healthcare organizations and nursing care delivery in a global society
- Recommend health policies, which ensure stewardship of resources, promote social justice, and community partnership in maintaining health

Basis for Admissions

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

1. Earned Master of Science in Nursing (MSN) from an institutionally accredited academic program (an institutionally accredited academic institution or an agency recognized by the Council for Higher Education (CHEA)
2. A total of 1000 post-baccalaureate supervised clinical/practice experience hours are required for DNP program completion. Up to 430 of supervised clinical/practice experience hours accumulated during an MSN program, Advanced Practice Registered Nurses (APRN) program/certificate, or post-master's certificate may be applied to the University's DNP program
3. GPA 3.0 or above on a 4.0 scale
4. Current, active, unencumbered licensure as a registered nurse (RN). (Require license number and expiration date.)
5. Employment verification or verified access to an applicable healthcare environment for practice experience requirements and completion
6. May require candidacy review process including telephone and/or video interview and writing samples
7. Also required are transcripts, current resume, or curriculum vitae

Degree Requirements

The Doctor of Nursing Practice in Executive Leadership degree requires a minimum of 46 credit hours at the graduate level beyond the master's degree. The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The DNP degree program have the following graduation requirements:

- A minimum of 34 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Complete required practice experience hours
- Satisfactory completion of DNP Project
- Submission of the approved final DNP Project
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma
- Students are required to own or otherwise have access to a computer/laptop equipped with a webcam, a microphone, and a high-speed Internet connection in order to complete course assignments throughout their program

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The estimated time to completion for this program is 30 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule approved by the Dean for this program, and applying no doctoral level transfer credits, can expect to finish in as little as 30 months.

Doctoral Student Experience (DSE): An Applied Dissertation Process

Faculty assists each Doctoral student to reach this high academic goal through a systematic process leading to a high-quality, completed applied project. The applied dissertation is a scholarly documentation of the completed project, which uses current evidence to solve a real-world non clinical issues in nursing leadership. This process requires care in choosing a project topic, documenting its need, planning the methodology, and connecting the importance of the project to the site of study and the nursing field. These activities lead smoothly into writing the applied dissertation and presenting the defense of the project.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses as they work on their applied project. These courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the course sequence. If additional time is required to complete any of the courses, students must enroll in supplemental courses and pay the tuition for those courses. Continuous enrollment will only be permitted when students demonstrate progress toward completing the requirements of the applied doctoral project. The Project Committee determines progress. DNP students will continue to complete practice hours in to meet program requirements while completing the DIS 99XX course sequence.

Program Specific Accreditation Information

The Doctor of Nursing Practice (DNP) degree program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) (**http://www.ccneaccreditation.org**).

Course Sequence

The DNP program requires a minimum of 46 credits. Additional credit hours may be allowed as needed to complete the scholarly paper. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- DNP-7000 - Leadership and Interprofessional Collaboration
- DNP-7001 - Contemporary Topics in Health Care
- DNP-7002 - Healthcare Economics and Finance
- DNP-7003 - Informatics in Healthcare Delivery
- DNP-7004 - Advanced Health Policy & Advocacy
- DNP-7005 - Translation of Evidence into Practice
- DNP-7106 - Program Planning and Evaluation
- DNP-7107 - Health Outcomes Research
- DNP-7108 - Clinical Analytics and Data Management
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *

- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
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    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Note: DNP students will continue to earn practice hours to obtain executive leadership experience and to meet program requirements upon successful completion of the practice experience and DIS courses as indicated.

John F Kennedy School of Psychology and Social Sciences

Department of Psychology

Post-Baccalaureate Certificate in Psychology

Description of Program

The Post-Baccalaureate Certificate in Psychology is designed for individuals who would like to learn more about human behavior. Students select courses from a broad range of electives to fit their personal and professional goals. Students may use their coursework in preparation for graduate studies or to pursue a variety of career options including research, human resources, business and public service.

Click here for potential career opportunities within the Post-Baccalaureate Certificate.

Basis for Admissions

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

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal

commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months. Students in the Applied Behavior Specialization can expect to finish in 15 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied toward the specialization sequence within a master's program
- Applying Post-Baccalaureate Certificate coursework toward a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied toward a Post-Baccalaureate Certificate program.

Course Sequence

Students may select 4 courses from a broad range of electives at the 5000 or 6000 level (with the exception of Foundations, Capstone, and Internship courses).

- Elective Course 1
- Elective Course 2
- Elective Course 3
- Elective Course 4

Master of Arts in Psychology, MA

Description of Program

The Master of Arts in Psychology (MA) program enables students to pursue advanced studies in psychology that can lead to careers in the helping professions, industry, government, and non for profit organizations. The program also provides students with the foundational knowledge and skills necessary for the doctoral-level study. There are three specializations within the MA program, General Psychology Specialization, Gender and Sexual Fluidity Specialization, and Specialization in Research and Teaching.

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

Learning Outcomes

- Analyze theories and principles in psychology to inform professional contexts
- Examine research methods and data analysis in psychology
- Apply psychological principles and research in personal, social, and organizational issues
- Relate ethical principles of psychology in academic and professional issues
- Examine diversity issues in professional contexts
- Model clear and effective communication for fellow professionals and the public

Basis for Admissions

Admission to the Master of Arts program requires a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution.

Degree Requirements

The Master of Arts in Psychology with a specialization in Gender and Sexual Fluidity, General Psychology, and Research and Teaching requires a total of 30 semester credit hours at the graduate level.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Arts in General Psychology for graduate coursework completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit Policy for additional information.

Graduation requirements for the Master's Degree in Psychology vary according to the specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

Time to Completion

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

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 to 18 months depending on the specialization.

Course Sequence

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

Students who complete at least 15 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic and Finance Counselor for more information.

- PSY-5101 - Foundations for Graduate Study in Psychology
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5104 - Theories of Human Development and Functioning
- PSY-5107 - Research Design
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Capstone Course

General Psychology Specialization

The General Specialization exposes students to foundational courses in psychology, such as Motivation and Emotion, Ethics, Cognition and Emotion, Theories of Personality, and Research Design. In addition to these foundational courses, students are given the ability to select elective courses from a broad range of topics to fit their personal and professional goals. The flexibility in course selection allows for a degree program of study that meets your interests.

Specialization Courses - 18 credit hours

Required Courses

- PSY-5108 - Cognitive and Affective Basis of Behavior
- PSY-5109 - Theories of Personality

Select 3 courses from the following recommended* course list:

- PSY-6102 - Multicultural Psychology
- PSY-6103 - Human Communication
- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6114 - Psychological Tests and Measurements
- PSY-6121 - Theories of Psychotherapy and Counseling
- PSY-5703 - Child and Adolescent Development
- PSY-5302 - Stress and Coping
- PSY-5303 - Behavioral Nutrition
- PSY-6126 - AI Ethics in Mental Health
- PSY-6202 - Psychology of Gender

Required Capstone Course

- PSY-6106 - Capstone Course: Psychology

Note:

Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan. Additionally, courses from the Department of Psychology Master of Science Programs cannot be used for specialization courses.

General Psychology Accelerated Program

The General Specialization exposes students to foundational courses in psychology, such as Motivation and Emotion, Ethics, Cognition and Emotion, Theories of Personality, and Research Design. In addition to these foundational courses, students are given the ability to select elective courses from a broad range of topics to fit their personal and professional goals. The flexibility in course selection allows for a degree program of study that meets your interests.

The Master program provides an opportunity to substitute specific courses in the required course sequence with doctoral level courses. The completion of the doctoral level courses provides an Accelerated Program into the Doctor of Philosophy in Psychology degree.

Enrollment in the Master program and completion of the Accelerated Program course substitutions does not guarantee admission into a Ph.D. program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific doctoral programs.

Doctoral level coursework completed in the Master program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Doctoral degree program and be within 5 years from the time they complete the course to transfer it into the Doctoral degree.

Specialization Courses - 18 credit hours

Required Courses

- PSY-8100 - Theories of Personality
- PSY-5108 - Cognitive and Affective Basis of Behavior
- PSY-8161 - Multicultural Psychology
- PSY-8141 - Human Communication - Interviewing Skills

Select 1 course from the following recommended* course list:

- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6114 - Psychological Tests and Measurements
- PSY-6121 - Theories of Psychotherapy and Counseling

Required Capstone Course

- PSY-6106 - Capstone Course: Psychology

Gender and Sexual Fluidity Specialization

The Gender and Sexual Fluidity specialization is one of the newest degree programs of study, and as such, it has been updated with current and relevant research on gender and sexual fluidity. In addition to the foundational courses described above, students in this degree program of study will take courses such as the psychology of sexuality and sexual orientation, the Psychology of gender, the Psychology of LGBTQ+, and an Introduction to Transgender and Non-Binary studies.

Specialization Courses - 18 credit hours

- PSY-5109 - Theories of Personality
- PSY-6201 - Psychology of Sexuality and Sexual Orientation
- PSY-6202 - Psychology of Gender
- PSY-6203 - Introduction to Transgender and Non-Binary Studies
- PSY-6206 - Psychology of LGBTQ+ Studies

Required Capstone Course

- PSY-6207 - Capstone: Gender and Sexual Fluidity

Gender and Sexual Fluidity Accelerated Program

The Gender and Sexual Fluidity specialization is one of the newest degree programs of study, and as such, it has been updated with current and relevant research on gender and sexual fluidity. In addition to the foundational courses described above, students in this degree program of study will take courses such as the psychology of sexuality and sexual orientation, the Psychology of gender, the Psychology of LGBTQ+, and an Introduction to Transgender and Non-Binary studies.

The Master program provides an opportunity to substitute specific courses in the required course sequence with doctoral level courses. The completion of the doctoral level courses provides an Accelerated Program into the Doctor of Philosophy in Psychology degree.

Enrollment in the Master program and completion of the Accelerated Program course substitutions does not guarantee admission into a Ph.D. program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific doctoral programs.

Doctoral level coursework completed in the Master program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Doctoral degree program and be within 5 years from the time they complete the course to transfer it into the Doctoral degree.

Specialization Courses - 18 credit hours

- PSY-5109 - Theories of Personality
- PSY-7123 - Key Theories and Concepts in Sexuality and Gender Studies
- PSY-7124 - Sexuality and Sexual Fluidity
- PSY-6203 - Introduction to Transgender and Non-Binary Studies
- PSY-7125 - LGBTQ Identity and Relationship Development through the Life Cycle

Required Capstone Course

- PSY-6207 - Capstone: Gender and Sexual Fluidity

Research and Teaching Specialization

The Master of Arts in Psychology Research and Teaching specialization focuses on providing students with a basic understanding of the various theories and concepts typically encountered within the field of psychology, along with some discussion of the current state of existing research evidence to support or refute these ideas. This new specialization in Research and Teaching will provide graduates with specialized knowledge, skills and abilities necessary to perform research, conduct quantitative and/or qualitative data analysis, and provide valid and tenable recommendations based on results. The ability to effectively communicate the results of research findings to inform best practices in real world settings will be part of this curriculum. Additionally, graduates will be sufficiently prepared to teach psychology at an entry level in academia as an alternative career option.

In this flexible, 30-credit program, students will focus on topics related to research design and statistics, teaching, learning, motivation, human development across the lifespan, testing and assessment, cognition and emotion, and ethics. As an example, one of the core courses involves the study of Cognitive and Affective Bases of Behavior. In this course, students are introduced to evidence-based research about the various theories of cognitive psychology and emotion, exploring how these theories apply to learning, communication, and conducting research. Assessment and Testing is another key course important to the specialization of Research and Teaching in Psychology. In this class, students will learn more about the importance of reliability and validity in testing and data collection, and how

to accurately interpret the results of various psychological tests and measures. At the end of the program, an optional internship will be offered to provide students with an opportunity to apply their classroom studies to real-world situations.

Specialization Courses - 18 credit hours

- PSY-5108 - Cognitive and Affective Basis of Behavior
- PSY-5110 - Applied Statistics
- PSY-6114 - Psychological Tests and Measurements
- PSY-6124 - Qualitative Research Design
- PSY-6123 - Teaching of Psychology

Select 1 course from the following:

- PSY-6106 - Capstone Course: Psychology
- PSY-6125 - Internship Research and Teaching Psychology

Master of Science in Child and Adolescent Developmental Psychology, MS

Description of Program

This 30 credit Master of Science (MS) program in Child and Adolescent Developmental Psychology enables students to pursue advanced study in child and adolescent developmental psychology that can lead to careers in the helping professions, industry, government, and for profit and nonprofit organizations for which clinical training is not necessary. The child and adolescent developmental psychology master's degree program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project or a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

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

Learning Outcomes

- Synthesize theories and principles applicable to the field of child and adolescent developmental psychology through written communication
- Appraise research methods and data analysis applicable in the framework of child and adolescent developmental psychology
- Investigate empirically supported interventions for research, administration or practice of child and adolescent developmental psychology
- Employ ethical principles of psychology in academic and professional matters of child and adolescent developmental psychology
- Examine diversity issues in the context of child and adolescent developmental psychology

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from an institutionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Degree Requirements

The Master of Science degree in Child and Adolescent Developmental Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Child and Adolescent Developmental Psychology for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit policy for additional information.

- PSY-5703 must be completed at the University

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 18 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

The Master of Science in Child and Adolescent Developmental Psychology program can be completed in 30 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5701 - Foundations of Child and Adolescent Developmental Psychology
- PSY-5702 - Pre-Natal and Early Childhood Development
- PSY-5703 - Child and Adolescent Development
- PSY-6704 - Gender Development in Children and Adolescents
- PSY-5107 - Research Design
- PSY-6705 - Child and Adolescent Psychopathology
- PSY-5706 - Ethics in Development Psychology
- PSY-5110 - Applied Statistics
- PSY-6708 - ADHD and Autistic Spectrum
- PSY-6709 - Capstone in Child and Adolescent Developmental Psychology - OR - PSY-6710 - Internship in Child and Adolescent Developmental Psychology

Master of Science in Forensic Psychology, MS

Description of Program

The 30-credit Master of Science (MS) in Forensic Psychology provides students with knowledge and understanding of human behavior as it is presented by individuals who are involved in the legal system. The coursework for all students in this program examines policy and justice, victims and offenders, diversity and ethics, basics of risk and threat assessment and management, theories of criminal behavior, and evaluation and treatment in offender populations.

The MS in forensic psychology degree is not designed to lead towards licensure or certification but will provide students with a broad overview of the field which will allow students to better understand forensic psychology as a whole, gain scholarly knowledge in their personal areas of interest, and prepare for a career in a diverse range of forensic psychology-oriented professions.

Employment options available with this training include, but are not limited to, correctional facilities, child welfare and advocacy organizations, community-based clinics and organizations, probation and other law enforcement or government agencies, court related services, and mental health institutions.

Students are able to choose a non-clinical internship course/project or a research driven capstone course/project. This provides students with the option to choose between a path in which they can explore practical applications in an internship setting or engage in a research driven capstone project.

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

Learning Outcomes

- Analyze theories and principles in psychology within forensic settings
- Explain usage of diagnostic and assessment tools within forensic settings
- Examine diversity issues within forensic settings
- Evaluate ethical behavior within forensic settings
- Synthesize research within forensic settings

Basis for Admissions

Admission to the Master of Science program requires a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution.

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

Basis for Admissions - Washington State Students (MS)

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at **degreeauthorization@wsac.wa.gov**
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) in psychology programs provides support to students in securing quality internship placements that include but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The MS program cannot require a potential placement site to hire students thus it is the responsibility of the student to present themselves in a professional manner and secure a placements site and supervisor
    - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Forensic Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Forensic Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information. Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 19 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Course Sequence

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

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5501 - Principles of Forensic Psychology
- PSY-5114 - Policy and Justice in Forensic Psychology
- PSY-5112 - Theories of Criminal Behavior
- PSY-5107 - Research Design
- PSY-6516 - Fundamentals of Risk and Threat Assessment
- PSY-5110 - Applied Statistics
- Specialization Course 1
- Specialization Course 2

- Specialization Course 3
- Capstone Course

General Specialization

The Master of Science (MS) in Forensic Psychology General Specialization provides students with the knowledge and understanding of human behavior and how it is exhibited in legal setting and environments. The coursework in this degree program examines the use and application of psychology principles in correctional settings, characteristics of victimization and offenders, antecedents of aggression, and offender treatment strategies. This master's level degree is not designed to lead towards licensure or certification. Employment options available with this training include, but are not limited to, correctional facilities, child welfare and advocacy organizations, community-based clinics and organizations, and mental health institutions. Students in this program are able to choose a non-clinical internship course/project or a research driven capstone course/project. This provides students with the option to choose between a path in which they can explore practical applications in an internship setting or engage in a research driven capstone project.

Specialization Courses - 12 credit hours

- PSY-5505 - Diversity in Forensic Psychology
- PSY-5113 - Psychological Evaluation and Treatment in Correctional Settings
- PSY-6517 - Investigative Psychology: Application of Offender Profiling and Characteristics

Select 1 course from the following:

- PSY-6510 - Capstone in Forensic Psychology
- PSY-6511 - Internship in Forensic Psychology

Threat Assessment and Management Specialization

In the threat assessment and management specialization, students will dive deeper into this field and learn the essential elements of threat assessment and management, including the use of assessment tools, interviewing, and information gathering, risk factors and mitigation strategies, and team processes for different types of threats including workplace violence, intimate partner violence and stalking, school violence, or other areas of targeted violence. While this specialization does not lead to licensure, the specialization will require students to review key components critical for the exam to become a Certified Threat Manager (CTM) with the Association of Threat Assessment Professionals (ATAP) which they may wish to take as part of their professional career. Employment options available with this training include but are not limited to law enforcement or government agencies, court related services, educational institutions, private industries, and practices specifically working in the threat management field. Students in the threat assessment and management specialization will complete their program with an applied course that allows students to put into practice what they have learned by employing assessment and management practices to real world examples.

Specialization Courses - 12 credit hours

- PSY-6512 - Threat Assessment
- PSY-6513 - Threat Management
- PSY-6514 - Special Topics in Threat Assessment and Management
- PSY-6515 - Capstone in Threat Assessment and Management

Master of Science in Health Psychology, MS

Description of Program

Health Psychology students use scientific methods to understand the interaction of biological, psychological, and social factors that affect both health and illness. The Master of Science in Health Psychology program helps prepare you for a career to work in education, the health and wellness industry, or the helping professions. Health psychology knowledge can be applied to the health of individuals and communities/organizations.

As a student in the Health Psychology program, you will examine the application of psychological principles that can prevent illness, improve personal health outcomes, and impact health care systems at large. In this flexible, 30-credit program, you will focus on the psychological study of health and illness, along with recovery, from the perspective that these phenomena arise from a combination of physical, behavioral, and social conditions. A core course is stress and coping, in which you will examine sources, manifestations and coping models for stress. Behavioral nutrition and research methodologies are also important to the field of health psychology. You also will be able to select electives focusing on such topics as substance abuse and wellness. At the end of the program, an optional internship provides an opportunity to apply classroom studies to real world situations.

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

Learning Outcomes

- Synthesize theories and principles applicable to the field of health psychology through written communication
- Appraise research methods and data analysis applicable in the framework of health psychology
- Investigate empirically supported interventions for research, administration, or practice of health psychology
- Employ ethical principles of psychology in academic and professional matters of health psychology
- Examine diversity issues in the context of health psychology

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from an institutionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Basis for Admissions - Washington State Students (MS)

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs

    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at **degreeauthorization@wsac.wa.gov**
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) in psychology programs provides support to students in securing quality internship placements that include but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The MS program cannot require a potential placement site to hire students thus it is the responsibility of the student to present themselves in a professional manner and secure a placements site and supervisor
    - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in Health Psychology requires a total of 30 credits for completion.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Health Psychology for graduate course work completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit policy for additional information.

- PSY-5303 must be completed at the University

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 18 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

General Specialization

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

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

Course Sequence

- PSY-5301 - Foundations in Health Psychology
- PSY-5302 - Stress and Coping
- PSY-5303 - Behavioral Nutrition
- Elective Course 1
- PSY-5107 - Research Design
- PSY-5305 - Psychological Factors in Health
- PSY-6304 - Coaching for Health and Wellness - OR - PSY-6306 - Community and Organizational Health
- PSY-5110 - Applied Statistics
- Elective Course 2
- PSY-6305 - Capstone in Health Psychology - OR - PSY-6311 - Internship in Health Psychology

Electives

Select 2 courses from the following:

- PSY-5304 - Collaborative Care and Mental Health Policy
- PSY-6104 - Positive Psychology
- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6304 - Coaching for Health and Wellness *
- PSY-6306 - Community and Organizational Health *

Note: *Students may use either PSY-6304 or PSY-6306, as an elective, if not taken as a core course.

Accelerated Program

The Master program provides an opportunity to substitute specific courses in the required course sequence with doctoral level courses. Completing the doctoral level course substitutions provides an Accelerated Program to a Doctor of Philosophy in Psychology degree.

Enrollment in the Master program and completion of the Accelerated Program course substitutions does not guarantee admission into a Ph.D. program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific doctoral programs.

Doctoral level coursework completed in the Master program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Doctoral degree program and be within 5 years from the time they complete the course to transfer it into the Doctoral degree.

Course Sequence

The Master of Science in Health Psychology Accelerated Program can be completed in 30 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5301 - Foundations in Health Psychology
- PSY-5302 - Stress and Coping
- PSY-8308 - Behavioral Nutrition
- Elective Course 1
- PSY-5107 - Research Design
- PSY-8307 - Psychosocial Factors in Health
- PSY-6304 - Coaching for Health and Wellness - OR - PSY-6306 - Community and Organizational Health
- PSY-5110 - Applied Statistics
- Elective Course 2
- PSY-6305 - Capstone in Health Psychology - OR - PSY-6311 - Internship in Health Psychology

Electives

Required Course:

- PSY-8311 - Consultation and Interventions in Health Care Settings

Select 1 course from the following:

- PSY-6104 - Positive Psychology
- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6304 - Coaching for Health and Wellness *****
- PSY-6306 - Community and Organizational Health *

Note: *Students may use either PSY-6304 or PSY-6306, as an elective, if not taken as a core course.

Master of Science in Industrial and Organizational Psychology, MS

Description of Program

This Master of Science (MS) in Industrial and Organizational Psychology (I/O) program allows students to pursue advanced studies in I/O psychology that can lead to careers in helping professions, industry, government, and nonprofit organizations for which clinical training is not necessary. The I/O psychology master's degree program also provides students with the foundational knowledge and necessary skills for doctoral-level studies.

This educational program offers students, at the culmination of the degree, the choice between a Capstone project and a non-clinical internship. During the internship, students complete approximately 100 hours of working in the field. The internship allows students to demonstrate a wide range of professional competencies and communication skills that reflect the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired throughout the program.

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

Learning Outcomes

- Synthesize theories and principles applicable to the field of (I/O) psychology through written communication
- Appraise research methods and data analysis applicable in the framework of I/O psychology
- Investigate empirically supported interventions for research, administration, or practice of I/O psychology
- Employ ethical principles of psychology in academic and professional matters of I/O psychology
- Examine diversity issues in the context of I/O psychology

Basis for Admissions

Admission to a master's program requires a conferred bachelor's degree from an institutionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Basis for Admissions - Washington State Students (MS)

Washington State has asked that we provide you the following information before you enroll in the program:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs
    - The Council may be contacted for a list of currently authorized programs
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs
    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at **degreeauthorization@wsac.wa.gov**

- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned
- The Master of Science (MS) in psychology programs provides support to students in securing quality internship placements that include but are not limited to Internship Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner
    - The MS program cannot require a potential placement site to hire students thus it is the responsibility of the student to present themselves in a professional manner and secure a placements site and supervisor
    - We encourage student to contact the Internship Coordinator for any additional individualized support they may need in this process

Degree Requirements

The Master of Science degree in I/O Psychology requires a total of 30 to 36 credits for completion depending on specialization.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Industrial and Organizational Psychology for graduate coursework completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit Policy for additional information.

- PSY-5403 must be completed at NU.

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an institutionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

Time to Completion

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

The median time to completion for this program is 18 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

General Specialization

Help improve the workplace experience with the 100% online Master of Science in Industrial/Organizational Psychology (MSIOP) degree program at National University. NU's MSIOP degree program gives you the skills students need to make an impact in government, industry, consulting, and nonprofit organizations. Learners will learn to apply psychology and the science of working to create solutions to resolve workplace issues.

Through the NU MS in Industrial/Organizational Psychology program, students will explore investigative scientific methods and learn how to resolve problems using evidence-based actions. Other focus areas include personnel psychology, organizational behavior, research design, and statistics analysis as it relates to industrial and organizational psychology.

NU's MS in Industrial/Organizational Psychology program prepares students for careers in industry, government, and consulting organizations. An optional internship at the end of the program gives learners the opportunity to apply your classroom studies to real-world situations.

Course Sequence

The Master of Science in I/O Psychology General Specialization can be completed in 30 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5401 - Foundations in I/O Psychology
- PSY-5402 - Organizational Development
- PSY-5403 - Personnel Selection and Recruitment
- PSY-5107 - Research Design
- Elective Course 1
- PSY-5111 - Applied Statistics in I/O PSY
- Elective Course 2
- PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology
- PSY-6425 - Survey Methods and Organizational Behavior
- PSY-6429 - Capstone in I/O Psychology -OR- PSY-6411 - Internship in I/O Psychology

Electives

Select 2 courses from the following:

- PSY-6421 - Psychology of Leadership
- PSY-6422 - Work Motivation and Employee Engagement
- PSY-6423 - Training and Evaluation
- PSY-6414 - Small Group Theory and Team Processes

Accelerated Program

The Master program provides an opportunity to substitute specific courses in the required course sequence with doctoral level courses. The completion of the doctoral level course substitutions provides an Accelerated Program to a Doctor of Philosophy in Psychology degree.

Enrollment in the Master program and completion of the Accelerated Program course substitutions does not guarantee admission into a Ph.D. program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific doctoral programs.

Doctoral level coursework completed in the Master program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Doctoral degree program and be within 5 years from the time they complete the course to transfer it into the Doctoral degree.

Course Sequence

The Master of Science in I/O Psychology Accelerated Program can be completed in 30 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5401 - Foundations in I/O Psychology
- PSY-5402 - Organizational Development
- PSY-7113 - Recruitment, Selection, and Training
- PSY-5107 - Research Design
- Elective Course 1
- PSY-5111 - Applied Statistics in I/O PSY
- Elective Course 2
- PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology
- PSY-6425 - Survey Methods and Organizational Behavior
- PSY-6429 - Capstone in I/O Psychology - OR - PSY-6411 - Internship in I/O Psychology

Electives

- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes

Occupational Health Specialization

The MS in Industrial/Organizational Psychology with Occupational Health Specialization will provide students with knowledge and skills to diagnose and solve a wide variety of workplace issues facing individuals, teams, and organizations with a concentrated emphasis on promoting and protecting employee health, safety, and well-being. The goal of the program is to give students training which would not only allow them to pursue careers in traditional I/O roles in consulting, industry, and government settings, but to enhance their skillet so that they can help organizations improve quality of work life by preventing occupational stress, illness, and injury and by promoting wellness, engagement, and work-life balance.

In this interdisciplinary 36-credit program, students will focus on topics related to personnel psychology, organizational behavior, research design, statistics, and occupational health. Traditional I/O courses provide students with the opportunity to learn about personnel selection, organizational development, leadership, motivation and employee engagement. OHP specialization courses would focus on occupational safety and health, job stress and health implications of stressful work, and the development of community and organizational interventions and wellness programs. At the end of the program, an optional internship provides an opportunity to apply classroom studies of I/O and OHP to real world-situations.

Course Sequence

The Master of Science in I/O Psychology Occupational Health Specialization can be completed in 36 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-5401 - Foundations in I/O Psychology
- PSY-5402 - Organizational Development
- PSY-5403 - Personnel Selection and Recruitment
- PSY-5107 - Research Design
- Elective Course 1
- PSY-5111 - Applied Statistics in I/O PSY
- Elective Course 2
- PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology
- PSY-6430 - Survey in Occupational Health Psychology
- PSY-5302 - Stress and Coping
- PSY-6306 - Community and Organizational Health
- PSY-6429 - Capstone in I/O Psychology - OR - PSY-6411 - Internship in I/O Psychology

Electives

Select 2 courses from the following:

- PSY-6421 - Psychology of Leadership
- PSY-6422 - Work Motivation and Employee Engagement *
- PSY-6423 - Training and Evaluation
- PSY-6425 - Survey Methods and Organizational Behavior
- PSY-6414 - Small Group Theory and Team Processes

Note: *PSY-6422 is the preferred elective for the OHP Specialization

Master of Science in Sport Psychology, MS

Description of Program

The Master of Science in Sport Psychology (MSPSYSP) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Sport Psychology. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of Sport Psychology (SP). Students in this program will critically analyze a broad range of theories and practical knowledge in SP. Degree requirements also include involvement in ongoing internship/field work and supervision. This training prepares students for applied sport psychology work in a variety of settings including youth and recreational sports, high school athletics, collegiate athletic departments, professional sports organizations, and private practice. Additional program description, requirements, policies, and procedures are further described in the SP Program Handbook.

Click here for potential career opportunities within the MS in Sport Psychology.

Learning Outcomes

- Explore theories and principles in sport psychology to inform professional contexts and promote performance enhancement
- Examine research methods and data analysis in sport psychology
- Apply psychological principles and research to personal, social, and organizational issues
- Develop a personalized approach to professional services
- Employ ethical principles of sport psychology in academic and professional matters
- Examine diversity issues in professional contexts

Basis for Admissions

Admission to the Master of Science program requires a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution.

Basis for Admissions - Washington State - MS in Sport Psychology

Washington State has asked that we provide you the following information before you enroll in the specializations in the MS in Sport Psychology:

- The University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act.
    - This authorization is subject to periodic review and authorizes the University to offer field placement components for specific degree programs.
    - The Council may be contacted for a list of currently authorized programs.
    - Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs.

    - Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at **degreeauthorization@wsac.wa.gov**.
- The transferability of credits earned at the University is at the discretion of the receiving college, university, or other educational institution.
    - Students considering transferring to any institution should not assume that credits earned in any program of study at the University will be accepted by the receiving institution.
    - Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at the University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.
    - Accreditation does not guarantee credentials or credits earned at the University will be accepted by or transferred to another institution.
    - To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.
- The Master of Science in Sport Psychology provides support to students in securing quality internship placements that include but are not limited to Program Coordinators and full-time faculty to help guide students through this process, speak with potential placement sites that have been identified as a possible fit for the student, a national database of potential placements sites, and training materials to help student present in a professionally and appropriate manner.
    - The Master of Science in Sport Psychology cannot require a potential placement site to hire students thus it is the responsibility of the student to present themselves in a professional manner and secure a placements site and supervisor.
    - We encourage students to contact the Program Coordinator for any additional individualized support they may need in this process.

Degree Requirements

The Master of Science in Sport Psychology program requires a total of 36 credit hours at the graduate level.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Sport Psychology for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 24 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

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

The median time to completion for this program is 25 to 27 months depending on the option to take 2,12-week Field Work courses.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 to 21 months depending on the option to take 2,12-week Field Work courses.

General Specialization

The Master of Science in Sport Psychology program can be completed in 36 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

Course Sequence

- PSY-6904 - Foundations of Sport Psychology
- PSY-6905 - Professional Ethics in Sport Psychology
- PSY-6909 - Applied Sport Psychology
- PSY-6910 - Counseling Skills for Sport Psychology
- PSY-6912 - Diversity, Culture and Society
- PSY-6906 - Research Methods in Sport Psychology
- PSY-6907 - Kinesiology
- PSY-6908 - Psychopathology in Sport
- PSY-6911 - Psychological Foundations of Human Behavior
- PSY-6913 - Team Building and Group Dynamics
- PSY-6914 - Psychology of Athletic Injury - OR - PSY-6915 - Field Work I
- PSY-6917 - Capstone in Sport Psychology - OR - PSY-6916 - Field Work II

Accelerated Program

Applicants who qualify for admission into the Master of Science in Sport Psychology will complete the Master of Science in Sport Psychology to the Ph.D. in Sport Psychology Accelerated Program course substitutions. In total, students complete 6 credits of the Ph.D. Sport Psychology sequence to satisfy specified courses from the required category in the Master of Science Sport Psychology.

Enrollment in the Master program and completion of the Accelerated Program course substitutions does not guarantee admission into a Ph.D. program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific doctoral programs.

Doctoral level coursework completed in the Master program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Doctoral degree program and be within 5 years from the time they complete the course to transfer it into the Doctoral degree.

Course Sequence

The Master of Science in Sport Psychology Accelerated Program can be completed in 36 credits.

All Master of Science programs require the foundation course to be completed prior to enrolling in specialization courses. If students choose the capstone stone, this course will be completed as the last course in the degree program.

- PSY-6904 - Foundations of Sport Psychology
- PSY-7223 - Prof Ethics in Sport Psyc
- PSY-6909 - Applied Sport Psychology
- PSY-6910 - Counseling Skills for Sport Psychology
- PSY-7225 - Diversity, Culture, & Society
- PSY-6906 - Research Methods in Sport Psychology
- PSY-6907 - Kinesiology
- PSY-6908 - Psychopathology in Sport
- PSY-6911 - Psychological Foundations of Human Behavior
- PSY-6913 - Team Building and Group Dynamics
- PSY-7224 - Psyc of Sports Injury & Rehab
- PSY-6917 - Capstone in Sport Psychology - OR - PSY-6916 - Field Work II

Post-Master's Certificate in Psychology

Description of Program

The Post-Master's Certificate in Psychology allows students to select courses from a broad range of electives to fit their personal and professional goals. Students can choose courses based on their areas of interest, for example, Health Psychology, I/O Psychology, Substance-Related and Addictive Disorders, and Psychology of Gender and Sexual Fluidity. Completion of this certificate will assist individuals in pursuing a variety of career opportunities in research and education in both the public and the private sector in setting such as schools, hospitals, clinics, research centers, business, and health care teams.

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

Basis for Admissions

Admission to the Post-Master's Certificate program requires a conferred master's level or higher degree from an institutionally accredited academic institution.

Scope

6 Courses (18 Credit hours) must be completed to earn a Post-Master's Certificate specialization. Courses taken as part of a master's program cannot be applied toward a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 12 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 10 - 13 months depending on the specialization.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the Post-Master's Certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied toward a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Course Sequence

Students may select 6 courses from a broad range of electives at the 7000 or 8000 level (with the exception of Foundations and Internship courses).

- Elective Course 1
- Elective Course 2
- Elective Course 3
- Elective Course 4
- Elective Course 5

- Elective Course 6

Doctor of Philosophy in Psychology, PhD

Description of Program

The Doctor of Philosophy (PhD) program was designed in response to the growing interest in psychology as a discipline of study and the need for advanced studies, including research beyond the master's level. This degree program emphasizes theory, research, and scholarship, culminating in a dissertation.

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

Learning Outcomes

- Appraise theories and principles in psychology to inform professional contexts
- Evaluate research methods and data analysis in psychology
- Select psychological principles and research for application to personal, social, and organizational issues
- Evaluate ethical principles of psychology in academic and professional issues
- Critique diversity issues in professional contexts
- Design clear and effective communication for fellow professionals and the public

Basis for Admissions

In order to enter the Doctor of Philosophy in Psychology, applicants must have either of the following:

Bachelors Degree

- Evidence of a conferred bachelor's degree from an institutionally accredited academic institution completed within the last seven years.
- If admission is via a bachelor's degree, the following must be met:
- Have a conferred bachelor's degree with a GPA of 3.00 from an institutionally accredited academic institution.
- Have completed at least one Introductory Psychology or Developmental Psychology/Human Development course with a grade of B or better
- Have completed at least one Research course with a grade of B or better
- Have completed at least one Statistics course with a grade of B or better
- Interview with a Psychology faculty member

There are two options for entering the doctoral program in psychology with a bachelor's degree:

1. **Direct Entry** – Individuals with a previously completed bachelor's degree in Psychology, Counseling, Marriage and Family Therapy, or Social Work or a bachelor's degree with a major or minor in any area of Psychology, Counseling, Marriage and Family Therapy, or Social Work may immediately begin the 60-credit PhD program.
2. **Evaluation Track** – Individuals who have previously completed a bachelor's degree in an area other than one listed above must complete the Standard Curriculum course. Students in the Evaluation Track will begin their degree plan with PSY-7101. They will then be required to complete the Standard Curriculum course prior to taking the remaining courses in their degree plan.

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

- PSY-7120 - Overview of the Psychological Concepts

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

Masters Degree

Evidence of a conferred master's program with a GPA of 3.00 from an institutionally accredited academic institution.

If admission is via a master's degree, the following must be met:

- Have a conferred master's degree with a GPA of 3.00 from an institutionally accredited academic institution.

There are two options for entering the doctoral program in psychology with a master's degree:

1. **Direct Entry** – Individuals with a previously completed master's degree in any area of Psychology, Mental Health Counseling, Marriage and Family Therapy, or Social Work may immediately begin the 60-credit PhD program.
2. **Evaluation Track** – Individuals who have previously completed a master's degree in an area other than one listed above must complete the Standard Curriculum course. Students in the Evaluation Track will begin their degree plan with PSY-7101. They will then be required to complete the Standard Curriculum course prior to taking the remaining courses in their degree plan.

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

- PSY-7120 - Overview of the Psychological Concepts

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

Degree Requirements

The PhD in Psychology degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The PhD degree programs in psychology have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the Pre-Candidacy Prospectus course
- University approval of dissertation manuscript and successful completion of the dissertation defense
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 81 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 46 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in 60 credits (not including required Standard Curriculum courses) but may require additional credit hours, depending on the time required to complete the dissertation research. **If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PSY-7101 - Foundations for Doctoral Study in Psychology
- Specialization Course 1
- Standard Curriculum Course, if needed
- PSY-7102 - Scholarly Writing and Professional Communication in Psychology
- Specialization Course 2
- PSY-7103 - Research Methods
- Specialization Course 3
- PSY-7104 - Statistics I
- Specialization Course 4
- PSY-7105 - Tests and Measurements -OR- PSY-7116 - Tests and Measurements in Industrial/Organizational Psychology (I/O specialization)
- Elective Course*
- PSY-7500 - Advanced Quantitative Methods
- Specialization Course 5
- PSY-7501 - Advanced Qualitative Methods
- Specialization Course 6
- PSY-7112 - Research Design Planning
- CMP-9701P - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued**
    - DIS-9100C - Components of the Dissertation Continued**
    - DIS-9100D - Components of the Dissertation Continued**
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued**
    - DIS-9200C - Completing the Dissertation Proposal Continued**
    - DIS-9200D - Completing the Dissertation Proposal Continued**
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued**
    - DIS-9300C - Data Collection and Analysis Continued**
    - DIS-9300D - Data Collection and Analysis Continued**
- DIS-9400A - The Dissertation Manuscript and Defense

- DIS-9400B - The Dissertation Manuscript and Defense Continued**
- DIS-9400C - The Dissertation Manuscript and Defense Continued**
- DIS-9400D - The Dissertation Manuscript and Defense Continued**

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Exceptions:

- The preferred elective course for the Industrial/Organizational Psychology specialization is PSY-8413. Students that would like to work with the I/O Psychology Internship Coordinator to participate in an internship will need to enroll in PSY-7118 Internship in I/O Psychology, after the I/O Psychology Internship Coordinator approves the internship site and plan
- The preferred elective course for Substance-Related Disorders is PSY-8118 Grant Writing in Psychology or PSY-8511 Behavioral Health Administration and Management or PUB-7005 Public Budgeting and Finance.
- The preferred elective course for Social Policy and Behavioral Health Administration is PSY-8118 Grant Writing in Psychology or PSY-8140 Community Psychology. Students that would like to work with the Internship Coordinator to participate in an internship will need to use this elective to enroll in PSY-8508 Internship in Social Policy and Mental Health Administration, after the Internship Coordinator approves the internship site and plan.

Counseling Psychology Specialization

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

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

Specialization Courses - 18 credit hours

Required Specialization Courses - 6 Credit Hours

- PSY-8147 - Psychopharmacology
- PSY-8160 - Cognitive and Personality Assessment

Select 4 Specialization Courses from the following:

- PSY-8161 - Multicultural Psychology
- PSY-8144 - Group Therapy
- PSY-8163 - Youth Psychology and Psychopathology

- PSY-8164 - Adult Psychopathology
- PSY-8146 - Theories of Psychotherapy and Counseling
- PSY-8604 - Addiction Treatment and Special Populations
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8118 - Grant Writing in Psychology
- PSY-8107 - Program Evaluation and Monitoring in Psychology
- PSY-8606 - Clinical Supervision
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

- Any PSY-8000 Level Course

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

General Psychology Specialization

The General Psychology specialization allows students to select courses from a broad range of electives to fit their personal and professional goals. This specialization also prepares students to apply principles of psychology and conduct research related to their area of interest in a variety of settings.

*Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students in the General Psychology specialization are encouraged to choose six courses (18 credit hours) based on personal and professional goals and will work with their Academic and Finance Counselor to revise their degree plan. Students can select any PSY-8000 level course for this specialization. Courses from other disciplines may fill this requirement, with Department of Psychology approval. Please consult the course descriptions for a full list of available courses. Note: an internship course cannot count towards the degree program.

Specialization Courses - 18 credit hours

- PSY-8138 - Cognition, Emotion, and Motivation *
- PSY-8118 - Grant Writing in Psychology *
- PSY-8161 - Multicultural Psychology *
- PSY-8139 - Positive Psychology *
- PSY-8140 - Community Psychology *
- PSY-8141 - Human Communication - Interviewing Skills *

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Gerontology Specialization

The Gerontology specialization is designed to assist in training individuals interested in working with older adults and their families. As the world's population continues to age, the demand will continue for individuals trained in

gerontology. Coursework in this certificate prepares individuals for career opportunities in health facilities, mental health clinics, numerous government agencies, and community organizations.

Specialization Courses - 18 credit hours

Select 6 courses from the following:

- PSY-8335 - Psychology of Aging
- PSY-8336 - Mental Health and Aging
- PSY-8337 - Aging, Families, and Older Adult Care
- PSY-8338 - Multicultural Perspectives of Aging
- PSY-8339 - Psychological Practice in Gerontology
- PSY-8340 - Death and Dying
- PSY-8341 - Positive Aging

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Health Psychology Specialization

The purpose of the Health Psychology specialization is to provide an in-depth understanding of the total matrix of factors influencing psychological and physical health and illness, prepare students to apply biopsychosocial principles in a variety of settings, and carry out research related to health psychology in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Health Psychology.

Specialization Courses - 18 credit hours

- PSY-8306 - Health Psychology
- PSY-8307 - Psychosocial Factors in Health
- PSY-8308 - Behavioral Nutrition
- PSY-8309 - Eating Disorders and Obesity
- PSY-8310 - Complementary and Alternative Medicine
- PSY-8311 - Consultation and Interventions in Health Care Settings

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Industrial/Organizational Psychology Specialization

In the PhD-PSY in Industrial-Organizational Psychology specialization, you will learn to apply psychological theories to critical issues in the fields of business and industry. Specifically, you'll gain expertise in the dynamics of leadership and management, the best practices for enhancing employee motivation and engagement, and the structure and procedures of organizational development. You will become adept at applying the scientific method to investigate issues of critical relevance to individuals, businesses, and society; including employee stress and well-

being, workforce diversity, and work-life balance. The application of tests and measurements and the interpretation of their results as applied to employee selection, performance appraisals, and training evaluations will also be addressed. During the program, you will have the option to complete an internship, where you can apply your newly gained knowledge and skills in an organizational setting. The internship course offers you the opportunity to train in the field, build your professional resume, and network with organizational practitioners. This I/O specialization was created to align with the Society for Industrial and Organizational Psychology's (SIOP) guidelines for education and training, and thus it offers course work which allows for the development of key competencies required for success in the field. In particular, the I/O specialization will prepare you to assume leadership positions in industry, government, consulting, and education.

Specialization Courses - 18 credit hours

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

Note:

The preferred elective course for the Industrial/Organizational Psychology specialization is PSY-8413.

Students that would like to work with the I/O Psychology Internship Coordinator to participate in an internship will need to enroll in PSY-7118 Internship in I/O Psychology, after the I/O Psychology Internship Coordinator approves the internship site and plan.

Psychology of Gender and Sexual Fluidity Specialization

The purpose of the Psychology of Gender and Sexual Fluidity specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation, prepare students to apply principles of psychology related to gender diversity in a variety of settings, and carry out research related to gender diversity in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Psychology of Gender and Sexual Fluidity studies.

Specialization Courses - 18 credit hours

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

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Social Policy and Behavioral Health Administration Specialization

Social Policy and Behavioral Health Administration Specialization will focus on two areas: social policy and behavioral health administration. These two areas are highly related in the field and will allow future psychologists the ability to be leaders in the field in different settings (e.g., government, community-based organizations, etc.) and influence decision-making. The specialization contains 21 credits with 4 required courses and 3 electives from a list of 7 courses in PSY, DMFT, and PUB. Students will have the ability to design their specialization with the electives. For example, they may choose organizational-focused courses or complete a supervised internship experience.

Specialization and Elective Courses - 21 credit hours

Required Specialization Courses - 12 credit hours

- PSY-8509 - Behavioral Health Services Policy
- PSY-8511 - Behavioral Health Administration and Management
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8507 - Comparative Analysis of Evidence-based Interventions

Select 2 Specialization Courses and one Elective Course from the following:

- PUB-7005 - Public Budgeting and Finance
- PSY-8118 - Grant Writing in Psychology
- PSY-8140 - Community Psychology
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes
- PSY-8410 - Organizational Development
- PSY-8508 - Internship in Social Policy and Mental Health Administration *
- DMFT-8704 - Systems Consultation

Note:

The preferred elective course for Social Policy and Behavioral Health Administration is PSY-8118 Grant Writing in Psychology or PSY-8140 Community Psychology.

*Students that would like to work with the Internship Coordinator to participate in an internship will need to use this elective to enroll in PSY-8508 Internship in Social Policy and Mental Health Administration, after the Internship Coordinator approves the internship site and plan.

Sport and Performance Psychology Specialization

The PhD Specialization in Sport and Performance Psychology offers a strong base in theory and research, promotes an awareness of ethics and a respect for diversity, and will help you advance your critical thinking and mental performance coaching skills. Taught by professors who all hold doctoral degrees, you will analyze the latest theories and trends in sport psychology literature and gain an in-depth understanding of the essential applied strategies for enhancing performance. In addition, you will gain advanced knowledge about leadership, motivation, and ethics in sport and performance psychology. Also, you will explore topics related to sport injury and rehabilitation and diversity in sport.

Specialization Courses - 18 credit hours

- PSY-7220 - Advanced Applied Theory in Sport & Performance Psychology
- PSY-7221 - Motivation in Sport & Performance Psychology
- PSY-7222 - Leadership Development in Sport & Performance Psychology
- PSY-7223 - Prof Ethics in Sport Psyc
- PSY-7224 - Psyc of Sports Injury & Rehab
- PSY-7225 - Diversity, Culture, & Society

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Substance-Related and Addictive Disorders Specialization

Substance-related and addictive disorders remain a public health concern with all ages. Looking on current data on the staggering demand for treatment for substance use and addictive disorders, the demand for professionals who understand the theoretical underpinnings and are able to conduct research in this field becomes clear. The purpose of the substance-related and addictive disorders specialization is to provide mental health professionals, providers and researchers knowledge and expertise in the area of substance related and addictive disorders. Dynamics of substance-use and addictive disorders, with an emphasis on assessment and treatment planning will be explored. Coursework also examines research and theories related to substance use and addictive disorders, as well as co-occurring disorders.

Specialization Courses - 18 credit hours

- PSY-8157 - Clinical Survey in Substance-Related and Addictive Disorders
- PSY-8155 - Group Counseling in the Treatment of Substance Use Disorder
- PSY-8152 - Co-occurring Substance Related and Addictive Disorders and other Mental Conditions
- PSY-8153 - Family Systems Approaches for Substance-Related and Addictive Disorders
- PSY-8154 - Substance Related and Addictive Disorder Assessment and Treatment Planning
- PSY-8156 - Research in Substance-Related and Addictive Disorders

Note:

*The preferred elective course for Substance-Related Disorders is PSY-8118 Grant Writing in Psychology or PSY-8511 Behavioral Health Administration and Management or PUB-7005 Public Budgeting and Finance.

Trauma and Disaster Relief Specialization

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence, and conflict on a local, national, and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses, and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention, and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers, and bystanders. The Trauma and Disaster Relief specialization prepares students to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

Specialization Courses - 18 credit hours

- PSY-8312 - Concepts of Trauma and Resiliency
- PSY-8313 - Trauma across the Developmental Continuum
- PSY-8314 - Disaster Response and Trauma Responsive Practices
- PSY-8315 - Community Trauma and Resilience
- PSY-8316 - Diversity in Trauma and Disaster Response
- PSY-8317 - Research Ethics in Trauma and Disaster Response

Note:

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Department of Social Sciences

Post-Baccalaureate Certificate in Marriage and Family Therapy

Description of Program

The Post-Baccalaureate Certificate in Marriage and Family Therapy is designed for students who have completed a bachelor's degree and are seeking graduate-level academic preparation or coursework that may help meet state licensure requirements. In order to earn a Post-Baccalaureate Certificate, students must complete a total of 12 credit hours. Students can customize this certificate program as described below. Students must complete all four courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Note: Students intending to seek licensure should verify with their state licensure board or division that their selected courses will meet applicable state requirements before enrolling in this certificate program.

Click here for potential career opportunities using the Post-Baccalaureate Certificate.

Learning Outcomes

- Employ competence in working with diverse populations in clinical settings.
- Students/graduates will evaluate family systems oriented clinical skills across a variety of contexts.
- Examine family systems theory-oriented models of therapy.
- Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics.
- Integrate relevant research to inform the practice of marriage and family therapy.

Basis for Admissions

Admission to the Post-Baccalaureate Certificate program requires a conferred bachelor's level or higher degree from an institutionally accredited academic institution. An interview with an administrative faculty member is available to any applicant and is required for students who intend to use the certificate to pursue licensure eligibility.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Baccalaureate certificate program. Coursework must have been completed at an accredited college or university within the last five years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Baccalaureate Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

The median time to completion for this program is 12 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

Students who wish to apply to the Master of Arts in Marriage and Family Therapy (MAMFT) program must first complete the Post-Baccalaureate Certificate. To be eligible for consideration, students must complete the following four certificate courses: MFT-6301, MFT-6302, MFT-6303, and MFT-6304.

After successful completion of the certificate—or during the fourth course, if the student has already indicated an intent to continue into the MAMFT program—program administrators will review the student's academic performance and professional engagement in the certificate program to determine whether the student will be invited to apply to the MAMFT.

Students who are invited to apply must complete the MAMFT application process, which includes a group interview and a writing sample. Admission to the MAMFT is not guaranteed. Students who are not admitted will still have earned the Post-Baccalaureate Certificate and may be able to transfer eligible coursework to another program, subject to that institution's policies.

For students who are admitted to the MAMFT from the Post-Baccalaureate Certificate, the four certificate courses will count as applied credit toward the MAMFT degree plan and will fulfill the first four required courses in the program.

Course Sequence

Students can select any four courses from all the courses listed below or they can select a group of courses based on their area of interest:

- Elective Course 1
- Elective Course 2
- Elective Course 3
- Elective Course 4

Elective Course Options

Elective Course Sequence for Post-Baccalaureate Certificate to Master of Arts in Marriage and Family Therapy

Students applying for the MAMFT must have completed the following four courses for their certificate:

- MFT-6301 - Foundations in MFT
- MFT-6302 - Traditional Family Therapy
- MFT-6303 - Postmodern Family Therapy
- MFT-6304 - Cultural Diversity in MFT

Elective Course Options for Students Not Wishing to Pursue the MAMFT

For those students not wishing to apply for the full MAMFT program, the elective courses for the certificate can be satisfied with any master's-level Marriage and Family Therapy course. Suggested courses are listed below and may be drawn from areas including, but not limited to, Child and Adolescent Family Therapy, Couple Therapy, General Family Therapy, LGBTQ Couple and Family Therapy, and Military Family Therapy.

Courses in the degree plan may be changed upon request. Students should contact their Academic and Finance Counselor for assistance.

- MFT-6301 - Foundations in MFT
- MFT-6302 - Traditional Family Therapy
- MFT-6303 - Postmodern Family Therapy
- MFT-6304 - Cultural Diversity in MFT
- MFT-6305 - Systemic Evaluation
- MFT-6306 - Ethics in MFT
- MFT-6306CA - MFT CA Ethics
- MFT-6307 - Psychopathology
- MFT-6308 - Lifespan and Human Development
- MFT-6309 - Couples and Sex Therapy
- MFT-6310 - Research Methods
- MFT-6311 - Adult Systemic Psychopathology
- MFT-6312 - Sex Therapy in MFT
- MFT-6313 - Systemic Addictions Interv
- MFT-6314 - Psychopharmacology Fundamental
- MFT-6315 - Family Violence: Assess & Tx

- MFT-6316 - Emotionally Focused Couples Tx
- MFT-6317 - Infidelity & Sex Addiction Tx
- MFT-6318 - Systemic Gerontology
- MFT-6319 - Human Sexuality
- MFT-6320 - Family Therapy with Children
- MFT-6321 - Families in Crisis
- MFT-6322 - Couple Tx: History & Theory
- MFT-6323 - Couple Tx: Clinical Tx
- MFT-6324 - Military Family Hist. & Theory
- MFT-6325 - Military Families: Clinical Tx
- MFT-6326 - 1st Responders Hist. & Theory
- MFT-6327 - 1st Responders: Clinical Tx
- MFT-6328 - Med. Fam. Tx: History & Theory
- MFT-6329 - Med. Fam. Tx: Clinical Tx
- MFT-6330 - LGBTQ Therapy: His. & Theory
- MFT-6331 - LGBTQ Therapy: Clinical Tx
- MFT-6332 - Transgender Clients Clinic. Tx
- MFT-6333 - Child/Adol Fam Tx: His & Thry
- MFT-6334 - Child/Adol Fam Tx: Clinical Tx
- MFT-6335 - Trauma & Fam Tx: His. & Theory
- MFT-6336 - Trauma & Fmly Tx: Clinical Tx
- MFT-6337 - Systemic Sex Tx: His & Theory
- MFT-6338 - Systemic Sex Tx: Clinical Tx
- MFT-6339 - Diversity of Sex Exp. in MFT
- MFT-6340 - Tech. Treat. Sex. Funct. Beh
- MFT-6341 - Addictions: Hist. & Theory
- MFT-6342 - Addictions Clinic. Application
- MFT-6343 - Co-occurring DXs: Systems Tx

Master of Arts in Marriage and Family Therapy, MA

Description of Program

The Masters of Arts in Marriage and Family Therapy (MAMFT) degree program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of Marriage and Family Therapy. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of Marriage and Family Therapy (MFT). Students in this program will critically analyze a broad range of theories and practical knowledge in MFT. Degree requirements also include involvement in ongoing clinical work and supervision. This training prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional institutions, industry, medical settings, and private practice. Additional program description, requirements, policies, and procedures are further described in the MFT Program Handbook and the Clinical Training Handbook.

Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Click here for potential career opportunities using the MAMFT.

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

Learning Outcomes

1. Employ competence in working with diverse populations in clinical settings.
2. Students/graduates will evaluate family systems oriented clinical skills across a variety of contexts.
3. Examine family systems theory oriented models of therapy.
4. Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics.
5. Integrate relevant research to inform the practice of marriage and family therapy.

The MAMFT degree is structured to assist students to seek licensure in the state or jurisdiction of their choice. To allow this, courses can be added to the standard 45 credit program (up to a total program requirement of 60 credits) to assist with meeting licensure requirements. Eligible transfer credits can be applied to the program to support the respective state licensure requirement.

A core goal of the Master of Arts in Marriage and Family Therapy (MAMFT) degree is to qualify students to become licensed as Marriage and Family Therapists and pursue a career within this field. The University recognizes that today's professionals are much more likely to move, live, and work in multiple states during their professional careers. With over 25% (n=16) of states now requiring 60 credit hour degrees to qualify for MFT licensure, and with more states proposing this change, it is recommended that students consider a degree plan and electives that maximize portability of the degree throughout the U.S.

The University recognizes that a majority of states do not yet require 60 credit hour degrees and thus desire to allow students to keep the cost of their education as low as possible while still balancing the need of having a degree that allows for transportability between states during their professional career. Due to the nature of the MFT profession and differences that exist today in state licensing requirements, the University allows students the ability to select additional electives above the required 45-credit degree plan, up to 60 credits.

Basis for Admissions

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution, applications for admission to the Department of Social Sciences Master's programs require prior to the first date of attendance:

- The completion of a four-course post-baccalaureate certificate program consisting of MFT-6301, MFT-6302, MFT-6303, and MFT-6304.
- Current resume or CV
- Statement of Intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check - All students in the MFT program that currently live or who have ever lived in the United States are required to complete a background check through the University's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT or other (e.g., LPC, LCSW) clinical license are exempt from the requirement. Some students will do this as part of the application process, all students will have this completed before starting work in their clinical placements. (See the MFT application packet for further details)

Post-Baccalaureate Certificate Transfer into a Master of Arts in Marriage and Family Therapy Program

Students who wish to apply to the Master of Arts in Marriage and Family Therapy (MAMFT) program must first complete the Post-Baccalaureate Certificate. To be eligible for consideration, students must complete the following four certificate courses: MFT-6301, MFT-6302, MFT-6303, and MFT-6304.

After successful completion of the certificate—or during the fourth course, if the student has already indicated an intent to continue into the MAMFT program—program administrators will review the student's academic performance and professional engagement in the certificate program to determine whether the student will be invited to apply to the MAMFT.

Students who are invited to apply must complete the MAMFT application process, which includes a group interview and a writing sample. Admission to the MAMFT is not guaranteed. Students who are not admitted will still have earned the Post-Baccalaureate Certificate and may be able to transfer eligible coursework to another program, subject to that institution's policies.

For students who are admitted to the MAMFT from the Post-Baccalaureate Certificate, the four certificate courses will count as applied credit toward the MAMFT degree plan and will fulfill the first four required courses in the program. Any additional transfer credit will be reviewed according to the University's current transfer credit policy for master's degree programs. Students should consult the University's transfer credit policy for current eligibility requirements and limitations.

There is no direct admission into the MAMFT program. Students must complete the Post-Baccalaureate Certificate in order to be considered for admission.

Degree Requirements

The MAMFT degree requires a minimum of 45 credit hours at the graduate level beyond the bachelor's degree. While not required for graduation, students who need to complete a program requiring more than 45 credits and up to 60-credits or who need specific additional courses for their state licensure requirements will be allowed to complete optional elective courses to meet these requirements, which will constitute the total credit requirements for graduation from the program.

The University may accept a maximum of 15 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MAMFT program. See the Transfer Credit Policy for additional information.

The MAMFT program has the following graduation requirements:

- A minimum of 36 credit hours of graduate instruction must be completed through the University
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Beyond these standard graduation requirements, the MAMFT program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum and internship courses, students are required to

participate in several online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.

2. **Client Contact** – MAMFT students will be required to complete 300 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 150 hours of client contact must be relational (e.g., couple or family). It is important to know that, though the majority of states do require the 300/150, there are a small number that do require additional hours in order to meet training requirements. For more information, please read the practicum and internship course descriptions or the Clinical Training Handbook.
3. **Supervision** – In conjunction with client contact, MAMFT students must receive a total of 100 hours of supervision, at least fifty-two (52) of which must be individual supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. At least 50 of the supervision hours must also involve a supervisor's review of the student's therapy with clients via video/audio recording or live observation. See section below for new client contact requirements starting January 1, 2022. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location and/or local supervisor they contract with to complete their practicum and internship requirements. The decision and responsibility to pay for local supervision is entirely up to the student and not a requirement of the University.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance. This is included with a student membership in the American Association for Marriage and Family Therapy (for California students it is also included in the student membership in the California Association of Marriage and Family Therapists).
5. **Clinical Hours Tracking** – the MAMFT program uses a web-based system to document completion of clinical hours. Students, local approved clinical supervisors and University faculty training supervisors all have access to the system in order to support the successful completion of the clinical training requirements for the program. Students will be allowed access to the system upon request after they have completed at least six courses.

Time to Completion

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

The median time to completion for this program is 49 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months.

Practicum Information

New Practicum/Internship Requirements starting January 1, 2022

Hours Requirement

Marriage and Family Therapy Master's students must complete two practicum courses, two internship courses, and a final Capstone internship course over a minimum of 52 weeks. During this time, students will need to acquire a minimum of 300 total direct therapy hours, 150 of which must be relational, unless a higher amount is required by

the state licensure statutes. Teletherapy is permissible, but at least 50 of the 300 hours must consist of in-person therapy. Teletherapy is not permitted to occur across state lines. Additionally, only 50 of the hours may be comprised of co-therapy and at least 50 of the hours must be related to the student's specialization (as applicable). Some states may require additional clinical hours beyond the standard 300/150 that is published here.

In conjunction with client contact hours, master's students must complete 100 hours of supervision, 52 of which must be direct individual supervision with the approved local supervisor. Telesupervision is permissible, but at least 12 hours of in-person supervision (1 hour a month) is required. Telesupervision is not permitted to occur across state lines, regardless of the state(s) the supervisor is licensed in. Also, within the total supervision hours, at least 50 hours of supervision must include observable data, or review of the student's clinical work through live observation, co-therapy, or review of video or audio recordings of the student's clinical sessions. Additionally, students must meet for 2 hours each week via videoconference for University Group Training Supervision with a University faculty training supervisor during the practicum and internship courses. Per COAMFTE standards, students only count therapy hours during weeks that they receive supervision from an AAMFT Approved Supervisor.

Preparation Process

Students are eligible to begin clinical training after completion of the ninth course (students in states that require 60 credits are eligible to begin after the thirteenth course). Students are not permitted to start their first clinical course until all the below courses are successfully completed:

Foundations Courses

- MFT-6301 - Foundations in MFT
- MFT-6302 - Traditional Family Therapy
- MFT-6303 - Postmodern Family Therapy

Fundamental Courses

- MFT-6305 - Systemic Evaluation
- MFT-6306 - Ethics in MFT
- MFT-6307 - Psychopathology

Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive clinical readiness approval. As part of the PPP, students will be required to secure a local clinical placement as well as a local supervisor. The local supervisor must be an AAMFT Approved Supervisor (or Supervisor Candidate) or someone who meets state requirements for supervision that includes relational/systemic supervision training of post-graduate (or, if stated by state licensure law, student requirements) MFTs seeking state licensure within their state.

The Marriage and Family Therapy programs provide support to students in securing quality internship placements by having a team of full-time faculty and a clinical coordinator whose primary responsibility is supporting students in the process of searching, vetting, and maintaining sites and supervisors. This team also ensures student preparation for engaging in clinical work through the Practicum Preparation Process. The program keeps a database of previously approved sites in all states where students have completed clinical training. Students searching for sites and supervisors are welcome to contact previous sites the program has used or select a new site that fits their interest and meets the programs requirements.

Requirements in the Clinical Courses

A few requirements are needed within each clinical course. First, in addition to the above-mentioned weekly supervision, it is recommended that students engage in 6-7 direct client hours per week, or 70 hours for each of the first six clinical courses if they are eligible for the 300-hour program requirement. More hours will be needed weekly (8-10) if the state requires that students obtain more than 300 hours. Students who have significantly fewer hours than the recommended at the end of each course will see this reflected in their clinical course grades and may

need to take additional internship classes. Second, students must receive satisfactory evaluations from their local site supervisor and their University faculty training supervisor in each clinical course. Third, students must take the AATBS practice exam online and submit the results to the student portal. This is a practice exam for the national licensing exam or the California licensing exam. Information about preparing for and taking this practice exam is provided in the applicable course syllabus. Finally, students must prepare and give a presentation demonstrating their competence in their preferred model of therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions of one case. Students must pass the Final Case Presentation and acquire the needed hours to graduate.

- MFT-6401 - MFT Practicum I
- MFT-6402 - MFT Practicum II
- MFT-6403 - MFT Internship I
- MFT-6404 - MFT Internship II
- MFT-6405 - MFT Internship III
- MFT-6406 - MFT Internship IV

If students are not ready to take the Internship & Capstone course by the end of MFT-6406 the following extension courses may be added MFT-6408 - MFT Internship Ext I or MFT-6409 - MFT Internship Extension II or MFT-6410 - MFT Internship Extension III or MFT-6411 - MFT Practicum III (Extension course for Rhode Island Students).

- MFT-6407 - MFT Internship and Capstone

Internship Information

The MA in Marriage and Family Therapy has a final requirement of MFT-6407 - MFT Internship and Capstone. The student must prepare and give a presentation detailing their preferred model of systemic therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions in which the student demonstrates how they use the presented theory of therapy with their clients. Students must pass the Final Case Presentation in order to graduate.

Course Sequence

The basic MAMFT is a 45-credit hour program. Students that need to take additional requirements for state licensure may need to satisfy up to 60 credit hours.

- MFT-6301 - Foundations in MFT
- MFT-6302 - Traditional Family Therapy
- MFT-6303 - Postmodern Family Therapy
- MFT-6304 - Cultural Diversity in MFT
- MFT-6305 - Systemic Evaluation
- MFT-6306 - Ethics in MFT
- MFT-6307 - Psychopathology
- MFT-6309 - Couples and Sex Therapy
- Specialization Course 1
- Specialization Course 2
- MFT-6310 - Research Methods
- MFT-6308 - Lifespan and Human Development
- State Specific/Elective Course 1 **

- State Specific/Elective Course 2 **
- State Specific/Elective Course 3 **
- MFT-6400 - MFT Pre-Clin Training *
- MFT-6401 - MFT Practicum I *
- State Specific/Elective Course 4 **
- MFT-6402 - MFT Practicum II *
- MFT-6403 - MFT Internship I *
- State Specific/Elective Course 5 **
- MFT-6404 - MFT Internship II *
- MFT-6405 - MFT Internship III *
- MFT-6406 - MFT Internship IV *
- Additional Practicum Extension Courses as needed
- MFT-6407 - MFT Internship and Capstone *

Note:* Designates MFT Pre-Clinical as 1 credit, MFT Practicum I as 2 credits, MFT Practicum II as 1 credit, MFT Internship I as 1 credit, MFT Internship II as 1 credit, MFT Internship III as 1 credit, MFT Internship IV as 1 credit, and MFT Internship and Capstone as 1 credit.

Additional clinical training Extension Courses as needed prior to MFT-6407 MFT Internship and Capstone

- MFT-6408 - MFT Internship Extension I
- MFT-6409 - MFT Internship Extension II
- MFT-6410 - MFT Internship Extension III
- MFT-6411 - MFT Practicum III - Required for students seeking licensure in Rhode Island.

Note: ** *State Specific Licensure Requirements (for states that require more than 45 credits)*

State Specific and Elective Courses

While the Marriage and Family Therapy program requires only 45 Credit Hours to graduate, some students may need additional specific courses or additional credit hours in order to meet state licensure requirements. These courses can be selected from relevant Marriage and Family Therapy courses as needed. Any additional courses required for licensure will become a part of the total credit requirements for the student's degree plan.

To assist students in taking courses that align with their state licensing requirements, if needed students can select from a predetermined list of courses to fill their course requirements or they can request approval to take any of the specialization courses in the MAMFT curriculum. If there are not state specific requirements for certain courses, we recommend students take MFT-6320 - Family Therapy with Children and MFT-6321 - Families in Crisis.

Students should review their state educational requirements and speak with their Academic and Finance Counselor or faculty member to determine the best fit.

Specializations

Obtaining a specialization at the master's level offers students the opportunity to focus their studies in a specific content area. By focusing on this specialized area, students gain both content and application knowledge that enables them to become an "expert" in the particular area.

Students in the MAMFT program may elect to complete a specialization in one of the six areas described below.

The following requirements must be met to receive the selected specialization:

1. All courses required for licensure in the selected state
2. Completion of the customized research course (MFT-6310)
3. Completion of the two specialization courses as listed below
4. Completion of at least 50 hours of client contact with clients focused in the selected specialization (supervised by a qualified MFT supervisor)

Note: Students may receive a certificate if all coursework is completed but the 100 hours of supervised experience cannot be completed.

Child and Adolescent Family Therapy Specialization

The Child and Adolescent Family Therapy specialization is designed to prepare students to work in therapeutic settings with children and adolescents using a family therapy, systems approach. Students in this specialization are required to complete the two content courses listed below, the research course (MFT-6310) focusing on issues related to working with children, adolescents, and families as well as completing at least 50 hours of clinical experience in an approved setting with a qualified local supervisor.

This specialization utilizes the standard course sequence listed above.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6333 - Child/Adol Fam Tx: His & Thry
- MFT-6334 - Child/Adol Fam Tx: Clinical Tx

Couple Therapy Specialization

The Couple Therapy specialization is designed to prepare students to work primarily, using a family therapy, systems perspective, with couples in therapeutic settings. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT-6310) focusing on issues related to working with couples, and at least 50 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

This specialization utilizes the standard course sequence listed above.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6322 - Couple Tx: History & Theory
- MFT-6323 - Couple Tx: Clinical Tx

General Family Therapy Specialization

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their state requirements as well as their personal and professional ambitions. In this specialization, students are required to complete two content courses selected from any of the master's level specialization courses (6 credit hours), the standard research course (MFT-6310), and the standard clinical experience as listed above.

This specialization utilizes the standard course sequence listed above.

LGBTQ Couple and Family Therapy Specialization

The LGBTQ Couple and Family Therapy specialization is designed to prepare students to work with clients in the LGBTQ community and to specialize in working with couples and families using a family therapy, systems oriented approach. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT-6310) focusing on issues related to working with LGBTQ couples and families, and at least 50 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

This specialization utilizes the standard course sequence listed above.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6330 - LGBTQ Therapy: His. & Theory
- MFT-6331 - LGBTQ Therapy: Clinical Tx
- MFT-6332 - Transgender Clients Clinic. Tx

Medical Family Therapy Specialization

The Medical Family Therapy specialization is designed to prepare student to work with individuals, couples, and family that are facing chronic and acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping clients to understand and manage their medical difficulties. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT-6310) focusing on issues related to medical family therapy, and at least 50 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

This specialization utilizes the standard course sequence listed above.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6328 - Med. Fam. Tx: History & Theory
- MFT-6329 - Med. Fam. Tx: Clinical Tx

Military and First Responder Family Therapy Specialization

The Military and First Responder Family Therapy specialization prepares students to work primarily, using a family systems perspective, with individuals, couples, and families that are affiliated with the military or setting employing first responders. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT-6310) focusing on issues related to working with military families, and at least 100 50 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

This specialization utilizes the standard course sequence listed above.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6324 - Military Family Hist. & Theory
- MFT-6325 - Military Families: Clinical Tx
- MFT-6326 - 1st Responders Hist. & Theory
- MFT-6327 - 1st Responders: Clinical Tx

Systemic Sex Therapy Specialization

This specialization is designed for students that are interested in working with individuals and couples that are facing sexual difficulties. Courses in this specialization cover the historical and theoretical foundations of systemic sex therapy, including how religion, culture and society have informed sexual behaviors. Students will learn about sexual disorders, models of therapy and assessment, creating a non-judgmental therapeutic alliance with clients and ethical issues specific to this field of practice. Additionally, students will learn how to apply this knowledge within the practice of marriage and family therapy. Students in this specialization are required to complete two of the content courses listed below, the research course (MFT-6310) focusing on issues related to working with clients struggling with sexual issues, and at least 50 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

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

This specialization utilizes the standard course sequence listed above.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6337 - Systemic Sex Tx: His & Theory
- MFT-6338 - Systemic Sex Tx: Clinical Tx

Systemic Treatment of Addictions Specialization

This specialization is designed for students that are interested in working with individuals and families facing addiction issues and co-occurring disorders. Courses in this specialization examine the historical and theoretical foundations of addictive disorders, the philosophies of co-occurring disorders and various systematic theories and evidence-based models for treatment. Students will also learn methods for assessing substance-related and addictive disorders in the context of family therapy and ethical issues related to working in the field of addictions as a Marriage and Family Therapist.

Obtaining a specialization at the master's level allows students to focus their education and become subject matter experts in their particular area of study.

Students in this specialization are required to complete two of the content courses listed below, the research course (MFT-6310) focusing on issues related to working with clients struggling with sexual issues, and at least 50 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Specialization Courses - 6 credit hours

Students can choose any two of the following courses:

- MFT-6341 - Addictions: Hist. & Theory
- MFT-6342 - Addictions Clinic. Application
- MFT-6343 - Co-occurring DXs: Systems Tx

Trauma Informed Systemic Therapy Specialization

This specialization is designed for students that are interested in helping individuals and families cope with the effects of traumatic events. Courses in this specialization are aligned with the International Association of Trauma Professionals (IATP) and cover a range of topics such as the nature and impact of psychological trauma, posttraumatic stress disorder and the human capacity for healing. Students will also learn about the historical and theoretical foundations of trauma, crisis-related issues in marriage and family therapy and systems-based theories and models in the context of family violence. Students in this specialization are required to complete the two content courses listed below, the research course (MFT-6310) focusing on issues related to working with clients who have experienced trauma in their lives, and at least 50 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

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

This specialization utilizes the standard course sequence listed above.

Specialization Courses - 6 credit hours

Students must complete the following courses:

- MFT-6335 - Trauma & Fam Tx: His. & Theory
- MFT-6336 - Trauma & Fmly Tx: Clinical Tx

California Licensure Track

The Masters of Arts in Marriage and Family Therapy-California Licensure Track 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. This option has been accepted by the Board of Behavioral Sciences (BBS); the MFT licensing board in California. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of Marriage and Family Therapy (MFT). Students in this program will critically analyze a broad range of theories and practical knowledge in MFT. Degree requirements also include involvement in ongoing clinical work and supervision. This training prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional institutions, industry, medical settings, and private practice. Additional program description, requirements, policies, and procedures are further described in the MFT Program Handbook and Clinical Training Handbook.

Graduates of this master's level track within the MAMFT program will be well prepared to begin the process of seeking licensure in California.

California Licensure Track Course Sequence

- MFT-6301 - Foundations in MFT
- MFT-6302 - Traditional Family Therapy
- MFT-6303 - Postmodern Family Therapy
- MFT-6304 - Cultural Diversity in MFT
- MFT-6305 - Systemic Evaluation
- MFT-6306CA - MFT CA Ethics
- MFT-6307 - Psychopathology
- MFT-6308 - Lifespan and Human Development
- MFT-6309 - Couples and Sex Therapy
- MFT-6310 - Research Methods
- MFT-6320 - Family Therapy with Children
- MFT-6321 - Families in Crisis
- MFT-6313 - Systemic Addictions Interv
- MFT-6314 - Psychopharmacology Fundamental
- MFT-6315 - Family Violence: Assess & Tx
- MFT-6318 - Systemic Gerontology
- MFT-6319 - Human Sexuality
- MFT-6400 - MFT Pre-Clin Training *
- MFT-6401 - MFT Practicum I *
- MFT-6402 - MFT Practicum II *
- MFT-6403 - MFT Internship I *
- MFT-6404 - MFT Internship II *
- MFT-6405 - MFT Internship III *
- MFT-6406 - MFT Internship IV *
- Additional Practicum Extension Courses as needed
- MFT-6407 - MFT Internship and Capstone *

Note: *Designates MFT Pre-Clinical as 1 credit, MFT Practicum I as 2 credits, MFT Practicum II as 1 credit, MFT Internship I as 1 credit, MFT Internship II as 1 credit, MFT Internship III as 1 credit, MFT Internship IV as 1 credit, and MFT Internship and Capstone as 1 credit.

Additional clinical training Extension Courses as needed prior to MFT-6407 MFT Internship and Capstone

- MFT-6408 - MFT Internship Extension I
- MFT-6409 - MFT Internship Extension II
- MFT-6410 - MFT Internship Extension III

Master of Science in Clinical Mental Health Counseling, MS

Description of Program

The Master of Science in Clinical Mental Health Counseling degree program is focused on training highly skilled counselors to provide impactful and culturally sensitive mental health services in their communities. The program is designed to provide the theoretical and practical knowledge needed to operate in a variety of professional counseling settings and to provide services for individual clients and groups from diverse backgrounds. Our curriculum provides an in-depth exploration of counseling theories, ethical and legal standards, and evidence-based approaches of diagnosis and treatment. Throughout the program students will examine issues related to social justice and advocacy for accessibility and equity for clients. Students will also explore avenues for advancing the counseling profession.

Click here for potential career opportunities using the MSCMHC.

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

Learning Outcomes

- Interpret ethical and legal standards within professional counselors' roles and functions
- Examine advocacy and social justice theories of social, cultural diversity in counseling
- Apply models of human growth and development in the practice of counseling
- Apply theories and models of career development
- Demonstrate essential foundational counseling skills
- Employ group work principles in practice of group counseling
- Select appropriate assessment and testing rolls for use in counseling practice
- Implement program evaluation and evidence-based practice using relevant scholarly work and research methods
- Demonstrate the practice dimensions of clinical mental health counseling

Basis for Admissions

Admission requires a conferred bachelor's level or higher degree with a GPA of 3.0 or better from an institutionally accredited academic institution.

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution, applications for admission to the Clinical Mental Health Counseling program require prior to the first date of attendance:

- Current resume or CV
- Statement of Intent
- Licensure plan
- Statement of professional ethics and conduct

- List of clinical site possibilities in the area of residence
- Technology Checklist
- Interview with a MSCMHC faculty member

Degree Requirements

The Master of Science in Clinical Mental Health Counseling (MSCMHC) degree requires a minimum of 60 credits hours at the graduate level beyond the bachelor's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the MSCMHC for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The MSCMHC program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of B) or higher.
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations must be met before the student will be issued their complimentary diploma.

Beyond these standard graduation requirements, the MSCMHC has the following degree requirements:

1. **Online Video Conferencing** - In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum course and the internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. To participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
2. **Client Contact**
    - **Practicum** - MSCMHC students will be required to complete 40 hours of direct client contact. Please read the practicum course description or the Clinical Training Handbook.
    - **Internship** - MSCMHC students will be required to complete 240 hours of direct client contact. Please read the internship course description or the Clinical Training Handbook.
3. **Supervision** - In conjunction with client contact, practicum and internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship.
4. **Liability Insurance** - Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.
5. **Clinical Hours Tracking** - The MSCMHC program uses a web-based system to document completion of clinical hours. Students, local approved clinical supervisor and University faculty supervisors all have access to the system to support the successful completion of the clinical training requirements for the program. Students will be provided with an authorization code.

Time to Completion

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

The median time to completion for this program is 40 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 32 months.

Course Sequence

The Master of Science in Clinical Mental Health Counseling program can be completed in 60 credits.

- COUN-6000 - Orientation and Foundations of Clinical Mental Health Counseling
- COUN-6101 - Ethical and Legal Issues in Counseling
- COUN-6107 - Human Growth and Development
- COUN-6104 - Social and Cultural Diversity in Counseling
- COUN-6100 - Theories and Models of Counseling
- COUN-6103 - Counseling and Psychotherapeutic Techniques
- COUN-6103A - Advanced Counseling and Psychotherapeutic Techniques
- COUN-6111 - Career Development and Counseling
- COUN-6112 - Research Methods and Program Evaluation in Counseling
- COUN-6115 - Group Counseling
- COUN-6105 - Assessment, Tests, and Measurements in Counseling
- COUN-6110 - Psychopathology
- COUN-6114 - Clinical Assessment, Diagnosis, and Treatment
- COUN-6109 - Abuse, Crisis, and Trauma Counseling
- COUN-6102 - Substance Use Disorders and Addiction Counseling
- Elective Course 1
- Elective Course 2
- Elective Course 3
- COUN-6050C - Clinical Mental Health Counseling Clinical Practicum
    - COUN-6050A - Extension to Clinical Mental Health Counseling Clinical Practicum *
- COUN-6051C - Clinical Mental Health Counseling Internship I
- COUN-6052C - Clinical Mental Health Counseling Internship II
    - COUN-6052A - Extension to Clinical Mental Health Counseling Clinical Internship *

Note:

*COUN-6050A and COUN-6052A are only required when hours needed to complete the program have not been completed within the required clinical sequence.

Elective Courses

Elective courses are dependent on the student's State requirements.

Students in all states except for CA and TX

Select 3 courses from the following:

- COUN-6106 - Human Sexuality
- COUN-6108 - Marriage and Family Systems
- COUN-6113 - Psychopharmacology
- COUN-6116 - Contemporary Issues in Counseling
- COUN-6117 - Advanced Ethical Practice and Record Management

Texas Students

TX students must take COUN-6117 - Advanced Ethical Practice and Record Management and select 2 additional course from the following:

- COUN-6106 - Human Sexuality
- COUN-6108 - Marriage and Family Systems
- COUN-6113 - Psychopharmacology
- COUN-6116 - Contemporary Issues in Counseling

California Students

CA students must take the following 3 courses:

- COUN-6116 - Contemporary Issues in Counseling
- COUN-6106 - Human Sexuality
- COUN-6113 - Psychopharmacology

Master of Social Work, MSW

Description of Program

Our CSWE-accredited Master of Social Work (MSW) degree program will prepare you for diverse career opportunities within a variety of social service settings. Using a curriculum that aligns with competencies from the Council on Social Work Education (CSWE), you'll gain knowledge, skills, and experience that you can transfer directly into the workplace. This program consists of two tracks to accommodate those with an undergraduate degree in social work and those that are new to the field.

The Western Association of Schools and Colleges (WASC) accredits public and private schools, colleges, and universities in the U.S.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that the program meets or exceeds criteria for the assessment of program quality evaluated through a peer-review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards. Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Click here for potential career opportunities within the MSW.

Learning Outcomes

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

1. Demonstrate ethical and professional behavior
2. Advance human rights and social economic, and environmental justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
4. Engage in practice informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Basis for Admissions

Admission to an NU master's program requires a conferred bachelor's degree from an institutionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service.

Admission into MSW - Advanced Standing requires a Bachelor of Social Work (BSW) degree from a CSWE accredited program with a 3.0 in Social Work Courses. The BSW must be conferred within the past seven years.

The MSW program will allow for transfer of up to six credit hours for the Advanced Standing track and 12 credits for the Generalist track. Transfer credits for the Generalist track must be completed at an institutionally accredited academic institution, must be awarded a "B"/3.0 or higher grade, and must be from a CSWE-accredited MSW program. For the Advanced Standing track, students may apply for transfer of up to six credit hours of graduate credit hours from a CSWE-accredited MSW program (grades must be "B" or higher) under the following guidelines.

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

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

Degree Requirements

Admission to a University master's program requires a conferred bachelor's degree from an institutionally accredited academic institution or an international institution that is determined to be equivalent through an approved evaluation service. Admission into MSW-Advanced Standing requires a Bachelor of Social Work (BSW) degree from a CSWE accredited program.

Time to Completion

Advanced Standing track - 36 Credits

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

The median time to completion for this program is 24 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Generalist track - 60 Credits

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

The median time to completion for this program is 48 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 36 months.

Practicum Information

MSW practicum courses require approval from the MSW Field Education Director prior to enrollment in the practicum courses. Students wishing to enroll in a practicum course should begin the approval process with their Academic and Finance Advisor at least three to four months prior to their anticipated practicum enrollment date. MSW students must complete two practicum courses (3 credits each) for the Advanced Standing track and four practicum courses (3 credits each) for the Generalist track. Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval. As part of the PPP, students, with the support of the Field Education Director, will be required to secure a local practicum placement as well as a local supervisor. In order to finish the practicum requirements and continue on to the practicum, students must meet weekly in the practicum seminar. Students are required to complete a minimum of 400 hours total Generalist Practicum I and II combined (200 hours during MSW-6009 and 200 hours during MSW-6010). Students are required to complete a minimum of 500 hours total for Advanced Practicum I and II combined (250 hours during MSW-6901 and 250 hours during MSW-6902). Students must also receive satisfactory evaluations from their local site supervisor and their University faculty supervisor in order to complete the practicum sequence. Students must complete the required number of hours in order to graduate.

The MSW program faculty and staff support students in securing quality practicum placements guiding students through this process, speaking with potential placement sites that have been identified as a possible fit for the student, providing a national database of potential placements sites, and providing training materials to help student present professionally and appropriately. The MSW program cannot require a potential placement site to accept students; thus, it is the responsibility of the student to present themselves professionally while securing placements site and supervisor. We encourage students to contact the Field Director for any additional individualized support they may need in this process.

The practicum courses for the MSW program are MSW-6009, MSW-6010, MSW-6901, and MSW-6902. Additional details can be found in the course descriptions.

Liability Insurance

The University requires that students in practicum courses must purchase liability insurance prior to practicum. Many practicum sites require students to show evidence of liability coverage prior to beginning a practicum. The University requires students participating in practicum to purchase student professional liability insurance, typically available at a lower student rate through the National Association of Social Workers (NASW).

Certification and Licensing

As of November 2021, the University's MSW program is fully accredited through the Council on Social Work Education (CSWE), the accrediting body for MSW programs in the United States. The practice of social work is regulated in every jurisdiction in North America. Licensure requirements include graduation from a CSWE-accredited program or program in candidacy, and success on the appropriate national examination. Many jurisdictions license new MSW graduates, using the Masters examination. All states offer a clinical social work license, which typically requires two-three years of post-MSW licensure supervised work in a clinical setting, as well as successful passage of the national Association of Social Work Boards (ASWB) Advanced Clinical Exam. Some state regulatory boards may have requirements for specialized accreditations or other unique course/credit requirements above and beyond the University's standard MSW degree plan that may affect licensure. Although licensure laws are governed by individual states and can change frequently, the MSW program administration seeks to remain current with various licensing regulations. A student has the responsibility to be familiar with licensing regulations in their jurisdiction.

Program Specific Accreditation Information

The University's MSW program was granted full accreditation status in November 2021 by the Council on Social Work Education's (CSWE) Commission on Accreditation.

The University is committed to meet or exceed all CSWE Educational Standards and Accreditation Standards. Accreditation is a quality-control process that indicates the educational program meets professional standards, and it applies to all program sites and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Because the University is an online university based in California, it is considered an out-of-state program in all states other than CA. Some states require that programs receive state authorizations before offering certain program to current residents of that state, even if a state licensing board will accept the degree to pursue licensure. The University has pursued and received those state-level approvals. Full initial accreditation by the CSWE is accepted by all states as meeting the minimum standards for licensure.

Washington State students can contact the Washington Department of Health/Health Professions Quality Assurance division to ensure the University's MSW program will qualify them for licensure as a Social Worker in the state.

Generalist Course Sequence

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

The Master of Social Work, Generalist track program requires the foundation courses to be completed prior to enrolling in the Advanced Standing track. The program capstone will be completed as the last course in the degree program.

Core Courses:

- MSW-5000 - Introduction to Social Work
- MSW-5001 - Human Behavior and the Social Environment
- MSW-5002 - Professional Practice with Individuals and Families
- MSW-6002 - Social Welfare Policy
- MSW-6003 - Professional Practice with Organizations and Communities
- MSW-6004 - Social Work in Behavioral Health
- MSW-6005 - Ethics and Diversity in Social Work
- MSW-6007 - Research Methods in Social Work
- MSW-6008 - Social Work in Interdisciplinary Settings
- MSW-6009 - Generalist Practicum l
- MSW-6010 - Generalist Practicum II

Advanced Courses:

- MSW-6101 - Advanced Social Work with Children and Families
- MSW-6102 - Advanced Social Work Practice with Marginalized Populations
- MSW-6103 - Advanced Social Work in Medical Practice - or - Elective Course*
- MSW-6104 - Advanced Social Work Practice in Mental Health
- MSW-6105 - Forensic Clinical Social Work Practice
- MSW-6106 - Advanced Leadership Skills for Clinical Practice
- MSW-6901 - Advanced Practicum I
- MSW-6902 - Advanced Practicum II
- MSW-6903 - Capstone - or - MSW-6903CA - Capstone **

Note:

* Students can take MSW-6103 or any Elective Course at the 6000 level in the JFK School of Psychology and Social Sciences.

**Students in California are required to complete MSW-6903CA as the Capstone Course.

Advanced Standing Course Sequence

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

Core Courses:

- MSW-5000 - Introduction to Social Work
- MSW-6002 - Social Welfare Policy
- MSW-6007 - Research Methods in Social Work

Advanced Courses:

- MSW-6101 - Advanced Social Work with Children and Families
- MSW-6102 - Advanced Social Work Practice with Marginalized Populations
- MSW-6103 - Advanced Social Work in Medical Practice - or - Elective Course*
- MSW-6104 - Advanced Social Work Practice in Mental Health
- MSW-6105 - Forensic Clinical Social Work Practice
- MSW-6106 - Advanced Leadership Skills for Clinical Practice
- MSW-6901 - Advanced Practicum I
- MSW-6902 - Advanced Practicum II
- MSW-6903 - Capstone - or - MSW-6903CA - Capstone**

Note:

* Students can take MSW-6103 or any Elective Course at the 6000 level in the JFK School of Psychology and Social Sciences.

**Students in California are required to complete MSW-6903CA as the Capstone Course.

Post-Master's Certificate in Marriage and Family Therapy

Description of Program

The Post-Master's Certificate program in Marriage and Family Therapy is comprised of 6 courses (18 credit hours). Students must complete the program as listed below. Students must complete all six courses with a cumulative GPA of 3.0 or better in order to receive a certificate.

Note: Students who have made application for licensure are encouraged to verify with state licensure divisions or boards that the courses they select will meet the specific state requirements before enrolling in this certificate program.

Click here for potential career opportunities using the Post-Master's Certificate in MFT.

Learning Outcomes

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

Basis for Admissions

Admission to the Post-Master's Certificate program requires a completed master's level or higher degree from an institutionally accredited academic institution. An interview with a faculty member is available for any applicant to the certificate program but is required for those using the certificate to be qualified for licensure.

Scope

Six Courses (18 Credit hours) must be completed to earn a certificate. Courses taken as part of a master's program cannot be applied towards a Post-Master's Certificate program.

Certificate Requirements

The University may accept a maximum of 3 semester credit hours from a graduate-level program to a Post-Master's certificate program. Coursework must have been completed at an accredited college or university within the last seven years with a grade of "B" or better. See the Transfer Credit Policy for additional information.

The Post-Master's Certificate has the following graduation requirements:

- Cumulative Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's level or higher degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Time to Completion

The University allows 2 years to complete all certificate programs.

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 12 months.

Students who choose to complete the post-master's certificate in Marriage and Family Therapy can select any six (6) doctoral level MFT courses listed below (the first course in the PhDMFT and DMFT programs and dissertation courses are excluded) to meet the requirements of the certificate program. Based on approval from the Dean or designee, courses from the Department of Psychology can be included in the certificate. As can be seen, these courses are focused in particular specialization areas and can be grouped accordingly or taken as six distinct courses.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Course Sequence

Students can select any six courses from all the courses listed below or they can select a group of six courses based on an area of interest.

- Elective Course 1
- Elective Course 2
- Elective Course 3
- Elective Course 4
- Elective Course 5
- Elective Course 6

Elective Course Options

Select 6 courses from the following:

- DMFT-8705 - Systemic Leadership
- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- MFT-8103 - Assessing and Treating Family Violence
- MFT-8115 - Family Systems Approaches to Addiction
- MFT-8208 - Child and Adolescent Assessment and Diagnosis
- MFT-8209 - Family Therapy with Adolescents
- MFT-8210 - Early Childhood and Parenting Interventions
- MFT-8211 - Neurodevelopmental Disorders in Children and Adolescents
- MFT-8308 - Emotion and Differentiation Focused Couple Therapy
- MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
- MFT-8310 - Systemic Sex Therapy
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision
- MFT-8402 - Medical Family Therapy
- MFT-8403 - Medical Family Therapy Applications
- MFT-8404 - Families, Health, and Illness
- MFT-8408 - Loss and Bereavement
- MFT-8507 - Military and Veteran Cultures Across the Lifespan
- MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8510 - Behavioral Health Care with Military and Veteran Populations
- MFT-8601 - Gerontology and Systemic Intervention
- MFT-8701 - Language of Diversity
- MFT-8702 - A Systemic Evaluation of Global Concerns and Diversity
- MFT-8703 - Social Justice Advocacy in the United States
- MFT-8704 - Culturally Sensitive Care in MFT
- MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations
- MFT-8713 - Public or Corporate Policy Making
- MFT-8714 - Leadership in Higher Education
- MFT-8721 - Constructing a Professional Identity
- MFT-8722 - Teaching Systemic Theories
- MFT-8723 - Analyzing Supervision Interventions

- MFT-8724 - Employing Technology in Supervision
- PSY-8147 - Psychopharmacology

Note: Courses from the Department of Psychology can also be included with approval from the Dean or designee.

Doctorate of Marriage and Family Therapy, DMFT

Description of Program

The Doctorate of Marriage and Family Therapy (DMFT) at the University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as a systemically-trained mental health professional. A high standard of excellence is expected. In support of this, program faculty is selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills requisite for effective practice in the field of marriage and family therapy. The DMFT offers training in program development and evaluation, grant writing, advanced clinical education, research coursework and opportunities, and supervision training and experience. Graduates of the DMFT will be prepared to develop and evaluate programs, write grants, deliver clinical services, supervise other clinicians, serve in administrative positions, oversee the business of mental health practices, and participate in education and scholarship in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the DMFT Program Handbook.

Click here for potential career opportunities within the DMFT.

Learning Outcomes

- Cultivate competence in working with diverse populations in professional settings
- Appraise ethical conduct in professional contexts
- Prepare applied projects designed to make a measurable difference
- Develop relational/systemic knowledge and skills

Basis for Admissions

Admission to the DMFT program in the Department of Social Sciences will be determined by the degree used to meet basis of admission and/or clinical experience. Applicants must have earned a master's degree from an institutionally accredited academic institution. The qualifying master's degree must have been completed in a program in the Social Sciences (e.g., counseling, education, family studies, MFT, psychology, social work, sociology).

All applicants complete the additional application steps outlined below (e.g., complete MFT specific applicant packet, one-on-one interview with MFT faculty, complete a national background check).

Degree Requirements

The DMFT degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a doctoral degree at an accredited college or university with a grade of "B"

or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the DMFT program.

The Doctorate of Marriage and Family Therapy (all specializations) has the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Beyond these standard graduation requirements, the DMFT program has the following degree requirements:

1. **Online Video Conferencing.** In order to complete some of the course requirements, students are required to participate in online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a webcam, a headset, a video recording device, and a high-speed Internet connection.
2. **Doctoral Internship.** DMFT students are required to complete a 9-month, 20 hour a week, doctoral internship that aligns with their doctoral specialization. Students are required to have a local supervisor with whom they can meet in-person for a minimum of 4 hours per month (i.e., one hour per week). For more information, please read the practicum and internship course descriptions.
3. **Liability Insurance.** Prior to beginning any clinical experience, DMFT students are required to submit proof of professional liability insurance.
4. **Supervision Coursework**. DMFT students who desire to become a clinical supervisor in the future are encouraged to pursue the required training in in MFT supervision methodology. Students seeking to qualify for the AAMFT or state Approved Supervisor designation will have to complete the direct supervision and supervision mentoring requirements outside of the program.
5. **Doctoral Comprehensive Evaluation (Portfolio)**. In pursuit of an applied doctoral degree at the University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The three doctoral portfolio courses are intended to assure that students identify goals they will work to accomplish during the program, as well as examine their personal and professional identity as a relational/systemic practitioner. Throughout this process, students refine their professional development plans and provide artifacts indicating they have acquired competencies in several key domains. The DMFT Portfolio is a living document with major updates throughout the program.
6. **Doctoral Project.** The capstone of applied doctoral training is the completion of an applied project process. The DMFT program uses a facilitated capstone process that is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral project. For students in the DMFT program, the applied project must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (**Note**: The applied project portion of the DMFT program can be completed with a minimum of 12 credit hours in Applied Doctoral Experience [ADE] Courses, but may require additional credit hours, depending on the time the student takes to complete the project).

Competencies

All DMFT students are required to demonstrate competency in the areas listed below.

1. **Competency in Writing Skills.** DMFT students are required to successfully complete both DMFT-7501and DMFT-7502 at the University (or equivalent courses can be transferred in). Students are required to show

competency in writing skills for research purposes throughout their graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determines communication skills are insufficient for doctoral-level work.

2. **Graduate-Level Research Methods Competency**. DMFT students are required to successfully complete DMFT-7503 at the University and demonstrate the ability to successfully complete a doctoral proposal.
3. **Graduate-Level Applied Project Design and Analysis Competency**. DMFT students are required to successfully complete DMFT-7113 at the University, as well as carry out, complete, write-up and defend the proposed applied project.
4. **Graduate-Level Clinical Competency**. All students pursuing a clinical specialization in the DMFT program (all specializations but Systemic Organizational Leadership) are required to enroll in a clinical practicum at the University. DMFT students who are fully licensed MFTs will complete the supervision practicum (MFT-8971). DMFT students who do not enter the program as fully licensed marriage and family therapists must take DMFT-8951. Successful completion of a practicum course, including relevant evaluations and presentations, is deemed to be evidence of clinical competence.
5. **Graduate-Level Program Evaluation Competency**. DMFT students are required to successfully complete DMFT-7112 at the University, which involves demonstrating competence in completing a program evaluation.
6. **Computer Competency**. DMFT students are required to have the computer skills that are necessary for completing a doctoral project. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). The doctoral project oral presentation requires the student to produce a computer-based presentation (i.e., PowerPoint).

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding the PhD in MFT and DNP);

- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

*Students who are not independently licensed as a Marriage and Family Therapist are required to take DMFT-8951.

- DMFT-8951 - DMFT Doctoral Practicum
- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive
- DMFT-9901 - Doctoral Project Foundation
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *

    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *
- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 64 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 54 months.

Practicum Information

Marriage and Family Therapy DMFT students must complete at least one 3-credit practicum course (with a clinical, supervision, organizational focus). Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students enrolling in DMFT-8951 will be required to secure a local clinical placement as well as a local clinical supervisor who is an AAMFT Approved Supervisor (or Supervisor Candidate) or who meets state requirements for supervision of post-graduate MFTs seeking state licensure. If students are currently licensed to practice marriage and family therapy independently in their state, they generally complete a supervision practicum and are not required to have a local on-site supervisor. Students in the Systemic Organizational Leadership specialization will secure a placement that allows them to engage in leadership and/or managerial duties as well as practicum mentor/supervisor appropriate for their practicum activities. DMFT students will receive supervision, mentoring, and evaluation from the University's Clinical Faculty.

The practicum course for DMFT students in the DMFT is DMFT-8951 or MFT-8971 or DMFT-8972 (each is 3 credit hours). Additional details can be found in the course description for these courses.

Internship Information

Students typically begin their doctoral internship in the middle portion of their program, at some point after completing the first portfolio course (CMP-9611M). Final approval of a student's internship plan rests with the Director of MFT Doctoral Programs.

DMFT students must complete a 9-month supervised internship. DMFT students who plan to engage in clinical work as part of their internship must meet weekly with a local supervisor who is an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. DMFT students who are fully licensed MFTs can elect to complete an internship with a focus on such areas as applied scholarship, teaching, entrepreneurship, or administration within the field of marriage and family therapy. These students are required to have weekly consultation with professional appropriate for the proposed internship activities who will serve as a

mentor/supervisor. This local supervisor is not required to be a clinical supervisor (i.e., AAMFT Approved or state-approved supervisor), but is a content expert specific to the students' area of specialization. Students in the Systemic Organizational Leadership specialization will complete their internship in a setting that allows them to develop and enhance their leadership and managerial skills. They will meet weekly with a mentor/supervisor who can provide guidance in systemic organizational leadership.

Supervisors are approved on a case-by-case basis by the Director of MFT Doctoral Programs.

MFT Supervision Training

In addition to the practicum and internship courses, students in the DMFT program are encouraged to receive training in supervision methodology. The supervision course may be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors or through a state-approved MFT supervision course.

Doctoral Project

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

A doctoral candidate must be continuously enrolled throughout the series of doctoral project courses. Doctoral project courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the doctoral project course sequence. If additional time is required to complete any of the doctoral project courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing doctoral project requirements. The Doctoral Project Committee determines progress.

Course Sequence

This program can be completed with a minimum of 60 credit hours, but may require additional credit hours, depending on the time required to complete the doctoral project. Additional credit hours may be allowed as needed to complete the scholarly paper. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.DMFT-7000 - Foundations of Relational/System Ethics and Practice

- DMFT-7501 - Foundations of Relational/Systemic Intervention
- DMFT-7502 - Fundamentals of Scholarly Writing
- Specialization Course 1
- DMFT-7201 - Program Development for MFTs
- CMP-9611M - DMFT Portfolio I
- DMFT-7503 - Relational/Systemic Approaches to Research and Scholarship
- DMFT-7112 - Program Evaluation and Monitoring in MFT
- Specialization Course 2

- Core Course *
- Relational/Systemic Theories & Applications Course **
- CMP-9612M - DMFT Portfolio II
- Specialization Course 3
- Select 1 course from the following:

• DMFT-8951 - DMFT Doctoral Practicum -OR- • MFT-8971 - MFT Supervision Practicum -OR- • DMFT-8972 - Systemic Organizational Leadership Practicum

- DMFT-8981 - Relational/Systemic Doctoral Internship I
- DMFT-8982 - Relational/Systemic Doctoral Internship II
- DMFT-8983 - Relational/Systemic Doctoral Internship III
- Specialization Course 4
- DMFT-7113 - Relational/Systemic Applied Methodologies
- CMP-9613M - DMFT Portfolio III
- DIS-9911A - Applied Doctoral Introduction
    - DIS-9911B - Applied Doctoral Introduction Supplemental *
    - DIS-9911C - Applied Doctoral Introduction Supplemental *
    - DIS-9911D - Applied Doctoral Introduction Supplemental *
- DIS-9912A - Applied Doctoral Proposal
    - DIS-9912B - Applied Doctoral Proposal Supplemental *
    - DIS-9912C - Applied Doctoral Proposal Supplemental *
    - DIS-9912D - Applied Doctoral Proposal Supplemental *
- DIS-9913A - Institutional Review Board (IRB) and Data Collection
    - DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental *
    - DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental *
- DIS-9914A - Applied Doctoral Manuscript
    - DIS-9914B - Applied Doctoral Manuscript Supplemental *
    - DIS-9914C - Applied Doctoral Manuscript Supplemental *
    - DIS-9914D - Applied Doctoral Manuscript Supplemental *

Core and Relational/Systemic Theories & Applications Course Options

***Core Course Options**

Students may choose one of the following:

- DMFT-7202 - Grant Writing Concepts and Approaches for MFTs
- MFT-8721 - Constructing a Professional Identity
- MFT-8722 - Teaching Systemic Theories
- MFT-8723 - Analyzing Supervision Interventions
- MFT-8724 - Employing Technology in Supervision
- DMFT-8705 - Systemic Leadership
- MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations
- MFT-8713 - Public or Corporate Policy Making
- MFT-8714 - Leadership in Higher Education

****Relational/Systemic Theories & Applications Course Options**

Students may choose one of the following:

- DMFT-7115 - Relational/Cybernetic Applications in Larger Systems
- DMFT-8704 - Systems Consultation
- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction

Child and Adolescent Therapy Specialization

The Child and Adolescent Therapy specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and doctoral project on issues related to working with children and adolescents. Twelve (12) credit hours of coursework are devoted to Child and Adolescent Therapy.

Required Courses - 12 credit hours

- MFT-8208 - Child and Adolescent Assessment and Diagnosis
- MFT-8209 - Family Therapy with Adolescents
- MFT-8210 - Early Childhood and Parenting Interventions
- MFT-8211 - Neurodevelopmental Disorders in Children and Adolescents

Couple Therapy Specialization

The Couple Therapy specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and doctoral project on issues related to working with couples. Twelve (12) credit hours of coursework are devoted to Couple Therapy.

Required Courses - 12 credit hours

- MFT-8308 - Emotion and Differentiation Focused Couple Therapy
- MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
- MFT-8310 - Systemic Sex Therapy
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

General Family Therapy Specialization

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, students select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Department of Psychology may be considered to fill this requirement with approval on a case-by-case basis. Students in this specialization are required to focus their course projects, internship work, and doctoral project on issues related to marriage and family therapy. Four additional courses (theory or treatment-focused) chosen from any of the Department of Social Sciences specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.

Systemic Administration and Entrepreneurship Specialization

The Systemic Administration and Entrepreneurship specialization is designed to prepare students to use their relational/systemic skills in a variety of contexts such as, private practice, mental health agencies and organizations, business or schools. Students can focus their specialization on the leadership, managerial, or practitioner role in such settings. Students in this clinical specialization are required to focus their course projects, internship work, and doctoral projects on issues broadly related to administration and/or entrepreneurship. Twelve (12) hours of coursework are devoted to systemic administration and entrepreneurship. A unique aspect of this specialization is that students may select up to two of their four specialization courses from the School of Business or the Department of Psychology.

Specialization Courses - 12 credit hours

Select 4 courses from the following:

- BUS-7130 - Business Leadership & Strategy
- DMFT-8702 - Practice/Organization Marketing
- DMFT-8704 - Systems Consultation - Can be used as a Specialization Course if not already being used to satisfy the Relational/Systemic Theories & Applications requirement
- DMFT-8705 - Systemic Leadership - Can be used as a Specialization Course if not already being used to satisfy the Core Course requirement
- DMFT-8706 - The Business of Therapy
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes
- PSY-8410 - Organizational Development
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8507 - Comparative Analysis of Evidence-based Interventions
- PSY-8509 - Behavioral Health Services Policy
- PSY-8511 - Behavioral Health Administration and Management
- PUB-7005 - Public Budgeting and Finance

Systemic Organizational Leadership Specialization

The Systemic Organizational Leadership specialization is designed to prepare students to assume leadership roles in agencies and organizations. Students will be taught to apply systems theory to leadership roles and functioning within organizations. This is a non-clinical specialization in that students will complete their practicum and internship in organizational settings and activities, rather than clinical work. Students in this specialization will also focus course assignments and doctoral project on issues related to systemic leadership. Twelve credit hours of coursework are devoted to systemic organizational leadership. Up to two of four specialization courses can be taken outside of the Department of Social Sciences.

Specialization Courses - 12 credit hours

Select 4 courses from the following:

- DMFT-8702 - Practice/Organization Marketing
- DMFT-8704 - Systems Consultation - Can be used as a Specialization Course if not already being used to satisfy the Relational/Systemic Theories & Applications requirement

- DMFT-8705 - Systemic Leadership - Can be used as a Specialization Course if not already being used to satisfy the Core Course requirement
- DMFT-8715 - Creating and Sustaining Optimal Organizational Systems
- DMFT-8716 - Managing and Addressing Conflict and Dysfunction within Organizations
- DMFT-8717 - Project Management and Strategic Planning
- PSY-8408 - Leadership and Management
- PSY-8409 - Work Motivation and Attitudes
- PSY-8410 - Organizational Development
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8509 - Behavioral Health Services Policy
- PSY-8511 - Behavioral Health Administration and Management
- PUB-7005 - Public Budgeting and Finance

Therapy with Military Families Specialization

The Therapy with Military Families specialization is designed to prepare students to work primarily with individuals, couples, and families who are affiliated with the military using a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and doctoral project on issues related to working with military personnel and their families. Twelve (12) credit hours of coursework are devoted to Therapy with Military Families.

Required Courses - 12 credit hours

- MFT-8507 - Military and Veteran Cultures Across the Lifespan
- MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8510 - Behavioral Health Care with Military and Veteran Populations

Doctor of Philosophy in Marriage and Family Therapy, PhD

Description of Program

The Doctor of Philosophy (PhD) in Marriage and Family Therapy program at the University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as marriage and family therapists. The program is the first primarily distance based MFT doctoral program to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). A high standard of excellence is expected. In support of this, program faculty is selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills and personal and professional growth requisite for effective practice in the field of marriage and family therapy. The doctoral program offers advanced clinical education and training, research coursework and opportunities, and supervision training and experience. Graduates of the doctoral program will be prepared to carry out advanced clinical work and supervision and/or education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the PhD-MFT Program Handbook.

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

Learning Outcomes

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

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

Basis for Admissions

Admission to the Doctoral programs in the Department of Social Sciences will be determined by the degree used to meet basis of admission and/or clinical experience. In order to enter the **PhDMFT program**, applicants must have earned a master's degree from an institutionally accredited academic institution. The qualifying master's degree must have been completed in a clinical program (e.g., MFT, psychology, social work, counseling). There are two options for entering the doctoral program in MFT:

1. Applicants with a previously completed master's degree in marriage and family therapy from a COAMFTE accredited program meet the educational requirements to enter the 63-credit Ph.D. program. These applicants will still need to complete the additional application steps outlined below (e.g., complete MFT specific applicant packet, one-on-one interview with MFT faculty, complete a national background check).
2. Applicants with a completed master's degree in a related clinical discipline (counseling, clinical psychology, or social work) and who are licensed or license eligible (i.e., in the process of pursuing licensure) in a clinical discipline must have their previous transcripts evaluated for potential waiver credit to meet some or all of the foundational curriculum requirements (taken from the MAMFT program).

Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 63 credit hours at the graduate level beyond the master's degree.

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

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

- A minimum of 51 credit hours of graduate instruction must be completed through the University
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher

- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Beyond these standard graduation requirements, the Marriage and Family Therapy doctoral program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in weekly online supervision process that is used during the practicum and internship courses, students are required to participate in online video conferencing meetings throughout their time in the program. In order to participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
    1. **Client Contact** – Doctoral students will be required to complete 800 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 400 hours of client contact must be relational (e.g., with couples or family members). For more information, please read the practicum and internship course descriptions.
2. **Supervision** – In conjunction with client contact, doctoral students must receive a total of 160 hours of supervision conducted by an AAMFT Approved Supervisor, AAMFT Supervisor Candidate, or state-approved supervisor. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location and/or local supervisor they contract with to complete their practicum and internship requirements. The decision and responsibility to pay for local supervision is entirely up to the student and not a requirement of the University.
3. **Doctoral Internship (Advanced Practical Experience Component, or APEC)** – Doctoral students are required to complete a 9-month, 20 hour a week, doctoral internship that aligns with their doctoral specialization. Students will be required to have a local supervisor with whom they can meet in-person with a minimum of 4 hours per month (i.e. one hour per week). For more information, please read the practicum and internship course descriptions.
4. **Liability Insurance** – Prior to beginning any clinical experience, PhDMFT students are required to submit proof of professional liability insurance.
5. **Supervision Coursework** – In addition to advanced coursework in marriage and family therapy, students in the doctoral program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at the University. The supervision coursework is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.
6. **Doctoral Portfolio** – Students are required to complete three 4-week portfolio courses in which they develop a portfolio that showcases their academic, research, clinical, and professional competence. Students will upload a variety of documents to the portfolio, such as their degree plan, resume, and key course assignments, as evidence of their progress and abilities. Students must pass the final portfolio course, which is the last course taken, in order to become a doctoral candidate and advance to the dissertation sequence.
7. **Dissertation** – The capstone of doctoral training is the completion of the dissertation process. All programs at the University use a facilitated dissertation process that is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral dissertation. For students in the MFT program, the dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (**Note**: The dissertation portion of the PhDMFT program can be completed with a minimum of 12 credit hours in Dissertation Courses, but *may require additional credit hours*, depending on the time the student takes to complete the dissertation research.)

Competencies

All PhD students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills** - PhD students are required to complete both MFT-7101 and MFT-7102 at the University. Students are required to show competency in writing skills for research purposes throughout their University graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determines communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods and Statistics Competency** - PhD students are required to complete MFT-7103, MFT-7110, MFT-7111, MFT-7112, and either MFT-7113 or MFT-7114 at the University. These courses prepare students for the dissertation and enhance their ability to critique published research and conduct independent research.
3. **Computer Competency** - PhD students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Time to Completion

The University allows 8 years to complete all doctoral programs of 60 credits or more.

The median time to completion for this program is 74 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most University students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 59 months.

Practicum Information

PhDMFT students must complete at least one 3-credit practicum course. Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students who are not fully licensed MFTs (LMFTs) will be required to secure a local clinical placement as well as a local clinical supervisor who is an AAMFT Approved Supervisor (or Supervisor Candidate) or who meets state requirements for supervision of post-graduate MFTs seeking state licensure. Students who are LMFTs will complete a supervision practicum with the University, and a local supervisor is not required. Doctoral students will receive weekly supervision, mentoring, and evaluation from the University Clinical Faculty.

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

MFT Supervision Training

In addition to the practicum and internship courses, students in the PhDMFT program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by the American Association for Marriage and Family Therapy (AAMFT) for students to become AAMFT Approved Supervisors. Not all requirements will be completed for the student to achieve the designation while in the program at the University. The supervision course in the PhDMFT program is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

PhDMFT students must enroll in MFT-8970, or as an alternative to completing the supervision course at the University, students may elect to complete the training directly through AAMFT. Upon completion of the AAMFT training, students must submit documentation through their Academic and Finance Counselor for approval and the course requirements (credit hours) for MFT-8970 will be met.

Internship (Advanced Practical Experience Component; APEC) Information

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

- MFT-7101 - Foundations for Doctoral Study in MFT
- All Foundational Curriculum Leveling Courses
- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- CMP-9701M - Doctoral Portfolio I
- MFT-7102 - Scholarly Writing in MFT
- MFT-8951 - MFT Doctoral Practicum I or MFT-8952 - MFT Doctoral Practicum II
- MFT-8970 - MFT Supervision
- MFT-7103 - Research Methods in MFT
- Specialization Course 1
- MFT-7110 - Quantitative Analysis in MFT
- Specialization Course 2
- MFT-7111 - Quantitative Measurement and Design in MFT
- CMP-9702M - Doctoral Portfolio II
- Specialization Course 3
- MFT-7112 - Qualitative Measurement and Design
- Specialization Course 4

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

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

For doctoral students who have not previously completed their clinical hours for licensure, a key requirement of this internship is to complete at least 800 hours of direct client contact, 400 of which must be relational (they must select

either advanced clinical theory or clinical practice/innovation as one of their APEC emphases). In conjunction with client contact, doctoral students must complete 160 hours of supervision. All local supervision will occur in-person. Client contact and supervision hours obtained prior to practicum can count provided the hours are consistent with the hours required to obtain independent licensure as a Marriage and Family Therapist in the student's state. These hours must be documented and signed appropriately. Students are required to submit a summary of client contact and supervision hours during the Practicum Preparation and APEC Contract Processes. Documentation of the completion of all required hours is submitted during the third Portfolio course.

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

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

Dissertation Process

Faculty assists each University Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Degree Plan

Credit Hours – This program can be completed with a minimum of 63 credit hours, but *may require additional credit hours*, depending on the need for Foundational Curriculum courses and the time required to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional dissertation courses will be added to the student's degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

Foundation Curriculum* - All Foundation Curriculum Areas (FCA) below must be met	
Content Area	*Number of required Credit hours*
FCA 1: Foundations of Relational/Systemic Practice, Theories & Models	6
FCA 2: Clinical Treatment with Individuals, Couples and Families	6
FCA 3: Diverse, Multicultural and/or Underserved Communities	3
FCA 4: Research & Evaluation	3
FCA 5: Professional Identity, Law, Ethics & Social Responsibility	3
FCA 6: Biopsychosocial Health & Development Across the Life Span	3
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment	3
FCA 8: Contemporary Issues	Some Coverage
FCA 9: Community Interactions & Collaboration	Some Coverage
Clinical Experience	3
Must include face-to-face client contact under the supervision of a licensed mental health professional.	
Total Credit Hours:	30
* Courses must have been completed at an institutionally accredited academic institution and passed with a B or higher, and be approved by University MFT faculty	

Course Sequence

The PhD in Marriage and Family Therapy requires the following courses for every specialization:

- MFT-7101 - Foundations for Doctoral Study in MFT
- MFT-8101 - Advanced Theories in MFT
- MFT-8102 - Dynamics of Family Interaction
- CMP-9701M - Doctoral Portfolio I
- MFT-7102 - Scholarly Writing in MFT

For students who are not LMFTs

- MFT-8951 - MFT Doctoral Practicum I Or
- MFT-8952 - MFT Doctoral Practicum II

For students who are LMFTs:

- MFT-8971 - MFT Supervision Practicum

- MFT-8970 - MFT Supervision
- MFT-7103 - Research Methods in MFT
- Specialization Course 1
- MFT-7110 - Quantitative Analysis in MFT
- Specialization Course 2
- MFT-7111 - Quantitative Measurement and Design in MFT
- CMP-9702M - Doctoral Portfolio II
- Specialization Course 3
- MFT-7112 - Qualitative Measurement and Design
- Specialization Course 4
- MFT-8991 - MFT Advanced Practical Experience Component (APEC I)

- MFT-8992 - MFT Advanced Practical Experience Component (APEC II)
- MFT-8993 - MFT Advanced Practical Experience Component (APEC III)
- MFT-7113 - Advanced Qualitative Design and Analysis - OR - MFT-7114 - Advanced Quantitative Design and Analysis
- CMP-9703M - Doctoral Portfolio III
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Couple Therapy Specialization

The Couple Therapy specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to working with couples. Twelve (12) credit hours of coursework are devoted to couple therapy.

Required Courses - 12 credit hours

- MFT-8308 - Emotion and Differentiation Focused Couple Therapy
- MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice
- MFT-8310 - Systemic Sex Therapy
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

Child and Adolescent Therapy Specialization

The Child and Adolescent Therapy specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with children and adolescents. Twelve (12) credit hours of coursework are devoted to Child and Adolescent Therapy.

Required Courses - 12 credit hours

- MFT-8208 - Child and Adolescent Assessment and Diagnosis
- MFT-8209 - Family Therapy with Adolescents
- MFT-8210 - Early Childhood and Parenting Interventions

- MFT-8211 - Neurodevelopmental Disorders in Children and Adolescents

Culture, Diversity and Social Justice in a Global Context Specialization

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

Required Courses - 12 credit hours

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

Education and Supervision Specialization

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

Required Courses - 12 credit hours

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

General Family Therapy Specialization

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, students must select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Department of Psychology may be considered to fill this requirement with approval on a case-by-case basis. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to marriage and family therapy.

Required Courses - 12 credit hours

Students select four electives (theory or treatment-focused) chosen from any of the Department of Social Sciences doctoral level specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.

Medical Family Therapy Specialization

The Medical Therapy specialization is designed to prepare students to work with individuals, couples, and families who are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to medical family therapy. Twelve (12) credit hours of coursework are devoted to medical family therapy.

Required Courses – 12 credit hours

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

Systemic Leadership Specialization

The Systemic Leadership specialization is designed to prepare students to assume leadership roles in agencies and organizations. Students will be taught to apply systems theory to leadership roles and functioning within organizations. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to systemic leadership. Twelve (12) credit hours of coursework are devoted to systemic leadership.

Required Courses - 12 credit hours

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

Therapy with Military Families Specialization

The Therapy with Military Families specialization is designed to prepare students to work primarily with individuals, couples, and families that are affiliated with the military through using a family therapy, systems perspective. Students in this specialization are required to focus their course projects, Advanced Practical Experience Component (internship), and dissertation research on issues related to working with military personnel and their families. Twelve (12) credit hours of coursework are devoted to therapy with military families.

Required Courses – 12 credit hours

- MFT-8507 - Military and Veteran Cultures Across the Lifespan
- MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families
- MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations
- MFT-8510 - Behavioral Health Care with Military and Veteran Populations

College of Law and Public Service

JFK School of Law at National University

Juris Doctor

Note:

For more information about the Juris Doctor program, please click to view the **Juris Doctor Catalog**.

School of Public Service

Master of Law and Business, MLB

Description of Program

The fully online, asynchronous Master of Law and Business is designed for non-lawyers seeking practical knowledge of the law to achieve their goals in business and other industries where legal knowledge is an asset. Course work includes the foundational concepts of civil litigation, legal research, document drafting, and ethical conduct, and examines the interaction and use of law in interrelated professional environments. All students are required to complete a Capstone course to demonstrate knowledge mastery.

Master of Law and Business students will choose from 4 specializations that allow them to concentrate in a particular area of interest: Healthcare Law, Compliance, and Ethics; Employment Law and Labor Relations; Cross-Cultural Perspectives; and Privacy and Compliance.

Click here for potential career opportunities within the MLB.

****The University is not currently enrolling students in this program ****

Learning Outcomes

- Examine the structure and operation of the U.S. legal system
- Demonstrate ethical, professional communication within legal and/or business fields
- Transform legal research into a well-crafted written document
- Explore the function of distinct civil actions within the U.S. court system
- Evaluate contract formation principles through critical thinking and problem-solving behaviors
- Synthesize legal and/or business theories to support sustainable real-world objectives

Basis for Admissions

Admission to the Master of Law and Business program requires a conferred bachelor's and/or a conferred master's or doctoral degree from an institutionally accredited academic institution or from an international institution determined to be equivalent through an approved evaluation. A written Statement of Purpose is also required. GRE, GMAT, or LSAT scores are not required.

Degree Requirements

The Master of Law and Business (MLB) requires 30 credit hours for degree completion. The MLB program includes 18 credit hours of foundational courses. The foundational courses are taken by all students to instill and fortify fundamental law and business concepts. The following 9 credit hours in the MLB program concentrate on the specialization which corresponds to the student's goals and interests. Students complete the program with a 3 credit hour Capstone course.

Students assume full responsibility for understanding the foundational, specialization, and capstone requirements of the MLB program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Academic and Finance Counselors can assist students with any questions related to program requirements.

The University may accept a maximum of 9 semester credits in transfer toward the MLB for graduate course work completed at an accredited college or university with a grade of "B" or better. Courses considered for transfer must substantially mirror courses in the MLB program. The Dean's office must approve courses considered for transfer. See the Transfer Credit Policy for additional information.

Time to Completion

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

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

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted, if any. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Course Sequence

The Master of Law and Business program can be completed in 30 credits.

Students who complete at least 9 semester credit hours in a single area of specialization in the MLB program at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

The Master of Law and Business program requires the foundation courses to be completed prior to enrolling in specialization courses. Foundation courses must be taken in the listed sequence. MLB-5000 will be completed as the first course in the degree program and the program capstone will be completed as the last course in the degree program.

- MLB-5000 - Introduction to U.S. Law and Legal Systems
- MLB-5010 - Legal Research, Writing, and Analysis
- MLB-5020 - Ethics and Professional Conduct
- MLB-5030 - Civil Procedure and Litigation
- MLB-5040 - Contract Law: Analysis and Drafting
- MLB-5050 - Strategic Professional Communication
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- MLB-6000 - MLB Capstone

Cross-Cultural Perspectives Specialization

The Cross-Cultural Perspectives Specialization is intended to increase awareness in multicultural interactions by focusing on diversity challenges in global organizations, understanding immigration law and policies, and bridging the linguistic communication gap. During the program, students engage in situational problem-solving and analyze the evolving complexities in this dynamic multi-faceted field. By the program conclusion graduates will be equipped with the tools to effectively communicate with people of different backgrounds, to comprehend the intricacies and purpose of applicable law, and to engage in effective strategies and best practices across cultural divides.

Specialization Courses - 9 credit hours

- MLB-5300 - Spanish for Professionals in Law and Business
- MLB-5310 - Immigration Law
- GBM-5001 - Global Leadership and Change

Employment Law and Labor Relations Specialization

The Employment Law and Labor Relations Specialization is intended to immerse students in the dynamics of human interaction focused on labor and employment laws, regulations that govern human resources, and relationships within organizations. During the program, students engage in situational problem-solving and analyze the evolving complexities in this multi-faceted field. By the program conclusion graduates will be equipped with the tools to navigate the applicable law and understand the regulatory frameworks within the industries, and to strategically work toward implementation of effective strategies and best practices.

Specialization Courses - 9 credit hours

- MLB-5200 - Law and Organizational Management
- HRM-5012 - Global Employee Relations
- HRM-5013 - Global Cultural Effectiveness

Health Care Law, Compliance, and Ethics Specialization

The Healthcare Law, Compliance, and Ethics Specialization is intended to immerse students in the relevant healthcare-related laws, regulations, ethics, and compliance policies which exist across multiple industries. During the program, students engage in situational problem-solving and analyze the evolving complexities in this dynamic multi-faceted field. By the program conclusion graduates will be equipped with the tools to interpret and evaluate regulatory, compliance, and ethical issues in the field, and to work toward implementation of effective strategies and best practices.

Specialization Courses - 9 credit hours

- MLB-5100 - Healthcare Legal Compliance
- MHA-5004 - Health Policy & Analysis
- MHA-5010 - Health Law and Ethics

Privacy and Compliance Specialization

The Privacy and Compliance Specialization is intended to empower students with the ability to navigate the complex landscape of privacy requirements, deconstruct different compliance frameworks and laws, and recognize, secure, and defend intellectual property rights. During the program, students engage in situational problem-solving and analyze the evolving complexities in this dynamic multi-faceted field. By the program conclusion graduates will be equipped with the tools to assess the effectiveness of privacy portfolios, compliance programs, and intellectual property laws, and to engage in effective strategies and best practices.

Specialization Courses - 9 credit hours

- MLB-5400 - Intellectual Property
- PAC-5010 - Privacy Law and Data Protection
- PAC-5020 - Internal and External Compliance

Doctor of Criminal Justice, DCJ

Description of Program

The Doctor of Criminal Justice (DCJ) explores the multicultural network connecting distinct legal traditions and codes in a global setting. The University's DCJ is designed to prepare scholar/practitioners to actively and effectively engage all facets of the criminal justice system so they can contribute to the critical tasks of leading and managing programs aimed at administering equitable justice to all persons. The program will prepare students to effectively collaborate, plan, organize, budget and carry out large scale operations designed to ensure safety of citizens, communities and the United States. In addition, students will also be well trained to carry out research involving the application and analysis to address issues of professional practice.

The DCJ is designed to prepare students to effectively collaborate, plan, organize, budget and carry out large scale operations designed to ensure safety of citizens, communities and the United States. In addition to the application of justice, our students will also be well trained to carry out research involving the application and analysis to address issues of professional practice.

Click here for potential career opportunities within the DCJ.

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

Learning Outcomes

- Develop policies and budgets to support effective administration of criminal justice agencies

- Evaluate risks and opportunities in criminal justice agencies based on legal, professional, and ethical expectations
- Integrate management and leadership theories into criminal justice practice
- Generate independent research to address issues in criminal justice and inform professional practice

Basis for Admissions

Admission to the Doctor of Criminal Justice program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from an institutionally accredited academic institution.

Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The DCJ degree programs have the following graduation requirements:

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

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*

- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 36 months.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- CJ-7101 - Management Issues in Justice Agencies
- CJ-7102 - Theory in Justice Administration
- CJ-7011 - Ethics and Criminal Justice
- PUB-7005 - Public Budgeting and Finance
- PUB-7017 - Public Personnel Administration
- CJ-7104 - Strategic Planning and Implementation in Criminal Justice
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- PSV-7100 - Scholarly Literature Review
- PSV-7105 - Statistics I
- PSV-7320 - Quantitative Research Design and Methodology
- PSV-7380 - Qualitative Research Design and Methodology
- CMP-9601CJ - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Homeland Security Specialization

Specialization prepares the next generation of leaders within the areas of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for senior level positions in the field of homeland security. This specialization focuses on exploring advanced concepts and methods, and applying theory and emerging concepts in terrorism/intelligence through innovative approaches to complex problems. This

specialization also assists in providing our doctoral graduates with the knowledge to more effectively respond to a wide array of issues, challenges and threats that our nation may face and that the student may face as a leader within the homeland security enterprise.

Specialization Courses - 9 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- HS-7013 - Intelligence and Law Enforcement

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. This specialization has broad appeal among practicing professionals (middle and upper management, and military personnel) with a background in business administration, human resources, nonprofit administration, and related fields, whose professional goal may be organizational consulting or a generalist leadership position in corporate, government, not-for-profit, educational or community organizations.

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Policing Specialization

This specialization provides students with a broad academic exposure to effective police tactics and techniques, public policy issues, and leadership theories. The specialization is keenly suited for students interested in advancing their careers law enforcement, private security, and public safety. Students will examine current police issues within today's multicultural and digital environment.

Specialization Courses - 9 credit hours

- CJ-7010 - Effective Police Tactics, Techniques, and Methodologies
- CJ-7105 - Public Policy and Criminal Justice
- OLB-7008 - Executive Leadership

Public Administration Specialization

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

Specialization Courses – 9 credit hours

Select 3 courses from the following:

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

Doctor of Public Administration, DPA

Description of Program

The Doctor of Public Administration (DPA) program is a 54-credit program designed for mid and senior managers to enhance their knowledge and develop competencies suitable for leadership roles in public administration. This program provides a solid foundation in applied research across a broad range of public management and policy topics. It aims to engage students in applying theoretical knowledge to improve the practice of public administration. Students will review literature and utilize research methods for practical purposes. The curriculum establishes a basis for students to evaluate theories and practice models within the field and to contribute to the existing body of knowledge in public administration.

Click here for potential career opportunities within the DPA.

Learning Outcomes

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

Basis for Admissions

Admission to the Doctor of Public Administration program requires a conferred master's degree and/or doctoral degree from an institutionally accredited academic institution.

Degree Requirements

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The DPA degree programs have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the DPA Pre-Candidacy Prospectus
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution

- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from an institutionally accredited academic institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);
- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;

- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal
    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 45 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 41 months.

Dissertation Process

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

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

This program can be completed with a minimum of 54 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Timeframe policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PUB-7000 - Public Administration
- PUB-7002 - Administrative Law
- PUB-7005 - Public Budgeting and Finance
- PUB-7016 - Public Administration Theories and Principles of Management
- PUB-7017 - Public Personnel Administration
- PUB-7019 - Public Policy Administration
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- PSV-7100 - Scholarly Literature Review
- PSV-7105 - Statistics I
- PSV-7320 - Quantitative Research Design and Methodology
- PSV-7380 - Qualitative Research Design and Methodology
- CMP-9601PA - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
    - DIS-9100B - Components of the Dissertation Continued*
    - DIS-9100C - Components of the Dissertation Continued*
    - DIS-9100D - Components of the Dissertation Continued*
- DIS-9200A - Completing the Dissertation Proposal

    - DIS-9200B - Completing the Dissertation Proposal Continued*
    - DIS-9200C - Completing the Dissertation Proposal Continued*
    - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
    - DIS-9300B - Data Collection and Analysis Continued*
    - DIS-9300C - Data Collection and Analysis Continued*
    - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
    - DIS-9400B - The Dissertation Manuscript and Defense Continued*
    - DIS-9400C - The Dissertation Manuscript and Defense Continued*
    - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Criminal Justice Administration Specialization

The Criminal Justice Administration Specialization focuses on exploring the relationship between criminal justice and public administration through completing specific courses in the program. Students will learn about management issues, strategic planning, and implementation to develop their leadership skills in the criminal justice field, particularly in the public sector. Additionally, students will gain grant-writing and administration skills specific to criminal justice.

Specialization Courses – 9 credit hours

- CJ-7101 - Management Issues in Justice Agencies
- CJ-7104 - Strategic Planning and Implementation in Criminal Justice
- PUB-7103 - Grant Writing and Administration

Emergency Management Specialization

The Emergency Management Specialization focuses on promoting emergency management roles in the public sector and NGOs. It allows students to expand their knowledge, analyze best practices, and apply emergency management concepts within a public administration context. Specifically, students will complete coursework related to local emergency management and the disaster cycle. They will understand the importance of the disaster management cycle in public administration. Ultimately, students will develop a grant proposal for an emergency management function.

Specialization Courses – 9 credit hours

- HS-7004 - Local Emergency Management and Civil Preparedness
- PUB-7103 - Grant Writing and Administration
- PUB-7104 - Disaster Management

Executive Leadership Specialization

The Executive Leadership Specialization focuses on understanding and applying leadership fundamentals in the public sector and NGOs. It aims to broaden students' understanding and analysis of strategic management and executive leadership from both professional and scholarly perspectives. Additionally, students will develop grant writing and administration skills within the context of executive leadership in public administration.

Specialization Courses – 9 credit hours

- PUB-7021 - Strategic Management in the Public Sector
- PUB-7022 - Executive Leadership in Public Administration
- PUB-7103 - Grant Writing and Administration

General Public Administration Specialization

The General Specialization is designed to provide a broad pathway to the degree and allows students to choose courses that support their educational and/or professional goals. The specialization includes three courses, consisting of two elective courses (PUB, CJ, and/or HS) selected by the student based on their interests, and the completion of PUB-7103 (Grant Writing and Administration).

Specialization Courses – 9 credit hours

- Any 7000-level PUB, CJ or HS Course
    - Any 7000-level PUB, CJ or HS Course
- PUB-7103 - Grant Writing and Administration

Homeland Security Administration Specialization

The Homeland Security Administration specialization focuses on developing the connection between homeland security and public administration disciplines through completing specific homeland security courses as part of the program. Students will explore the relationships among terrorism, homeland security, local emergency management, and civil preparedness as part of their growth as leaders in the homeland security field, especially in the public sector at the local, state, and federal levels. Additionally, students will enhance grant-writing and administration skills specifically related to homeland security.

Specialization Courses – 9 credit hours

- HS-7000 - Homeland Security and Terrorism
- HS-7004 - Local Emergency Management and Civil Preparedness
- PUB-7103 - Grant Writing and Administration

Urban Planning and Development Specialization

The Urban Planning and Development Specialization focuses on community planning and urban development within the public sector. It aims to improve professional knowledge and combine this understanding with scholarly ideas for developing urban communities. This is achieved through studying planning theory and further exploration in community planning and urban development, providing a comprehensive approach to public administration. Ultimately, students will also prepare a grant proposal for an urban development project.

Specialization Courses – 9 credit hours

- PUB-7103 - Grant Writing and Administration
- PUB-7105 - Planning Theory
- PUB-7106 - Physical Planning and Urban Development

Course Descriptions

Course Codes and Course Length

Course Codes

The University course codes include a course prefix and number. The course prefix identifies the content area of a course and the number identifies the course-level (e.g., Undergraduate, Master's. etc.). Courses in this catalog section are list by School and content area in numerical order.

Example: *The course prefix "ACC" indicates Accounting content*

Course Numbering

Course numbering used at the University are as follows:

Undergraduate	1000 to 4999
Master's	5000 to 6999; 5000-8 to 6999-8
Doctoral and Advance Studies Certificates	7000 to 8999; 7000-8 to 8999-8

Doctoral Sequence Courses	9000 to 9799; 9901A-D to 9914A-D

Course Length

Course length varies by course and program. Please refer to the course listing in this catalog to determine the length of a specific course.

ACC-7000 - Advanced Managerial Accounting

Semester Credits: 3 **Weeks:** 8
This course focuses on formulating, evaluating, and interpreting accounting information for managerial decision making. Managerial accountants (MAs) are organizational members who support managers and leaders by providing information on costs, budgets, and projections needed to make business decisions. During this course, you will identify and evaluate current developments affecting the field of managerial accounting. Driven by business activities, emerging trends, and reporting standards, MAs must adapt practices and processes to be able to provide leaders and managers accurate cost information to compete effectively within industries and markets.

ACC-7010 - Advanced Accounting and Fraud Examination Techniques

Semester Credits: 3 **Weeks:** 8
Students in this course will examine the nature of fraud in a business setting. Topics explored include prevention, detection and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.

ACC-7015 - Advanced Forensic Accounting Theory and Practice

Semester Credits: 3 **Weeks:** 8
This course reviews the role of the forensic accountant in investigations and audits. Topics covered are the legal environment, Sarbanes-Oxley Act Of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement analysis, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices.

ACC-7030 - Advanced Auditing Methods and Practice

Semester Credits: 3 **Weeks:** 8
Students in this course will examine auditing theory and the application of auditing standards and methods in practice settings. These include auditing and assurance services, audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.

ACC-7035 - Advanced Accounting Theory and Policy

Semester Credits: 3 **Weeks:** 8
This course focuses on the evaluation and analysis of accounting pronouncements, concepts, and standards and how these elements affect decision making. The relationship between standard-setting processes, global economics, and politics and broadly explored. The scope of this course merges aspects of financial accounting, managerial accounting, auditing, theory, and policy to create a framework that is applicable to the complex issues in the field of accountancy.

AC-5000 - Leadership in Coaching Today's Athlete

Semester Credits: 3 **Weeks:** 8
Coaches face a wide array of tough decisions and need effective leadership and management skills to plot a

successful course for their schools. In this course, students will investigate the methods, principles, and decision-making responsibilities of a coach. Through readings, interactive discussions, and independent activities, students will have the opportunity to equip themselves with skills in leadership, management, communication, and curriculum development, and they will apply these skills by taking on the role of a head coach and tackling some of the problems involved in coaching student athletes in today's society.

AC-5002 - Legal Aspects in Coaching

Semester Credits: 3 **Weeks:** 8
This course will help you to develop an understanding of how law and legal precedence is applied within interscholastic sport settings. While you are likely to work in an organization with its own legal counsel, you also need to develop awareness of the legal obligations and implications of your role. In this course, you will analyze specific athletic dilemmas based on common situations and current events.

AC-5006 - Sport Nutrition

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the principles, background, and rationale for current nutritional guidelines for athletes. Using a physiological basis, students will explore the science behind sport nutrition. Students will also develop a practical, comprehensive understanding as it relates to sport and the influence of nutrition on exercise performance, training, and recovery.

AC-5008 - Coaching Psychology

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the principles, responsibilities, and issues involved with the coaching and motivating the student athlete. Students will gain knowledge of the fields of Positive Psychology and Sport Psychology. Students will develop their knowledge on strengthening a student athlete's daily performance and team achievement in athletics.

AC-5010 - Performance Enhancement in Sport

Semester Credits: 3 **Weeks:** 8
In this course, students will be introduced to the exercise programming strategies of the National Strength and Conditioning Association. Students will be shown how a systematic approach to exercise program design uniquely blends the science of acute variables with the concepts of flexibility, cardio respiratory, core, balance, reactive, speed, agility and quickness and resistance training to develop safe and effective exercise programs for athletes in various sports.

AC-5012 - Coaching Fundamentals of Speed Development

Semester Credits: 3 **Weeks:** 8
In this course, students will examine the trend of athletic performance with an emphasis on speed training. Students will be exposed to all aspects of speed training including the latest research on the topic. Special emphasis will be placed on speed and power training for the athlete.

AC-5014 - Coaching Theory, Methods, and Issues

Semester Credits: 3 **Weeks:** 8
In this course, students focus on the components of successful coaching. Topics include: personal objectives, coaching styles, roles of head coach, training rules and practice, current coaching methods, drug/alcohol and domestic violence policies for student athletes, stress and burnout, and coaching philosophy.

BHE-5000 - Managerial Economics and Lead

Semester Credits: 3 **Weeks:** 8
In this course, students study the price system, market structure, and consumer theory as they apply to managers in a

variety of decision-making environments. This course covers the use of mathematical and economic decision-making tools for determining optimal levels of output, resource usage, and capacity planning.

BHE-5001 - Psychology of Economics

Semester Credits: 3 **Weeks:** 8
A component of behavioral economics, the psychology of economics combines insights from psychology and economics and delves into the scientific examination of decision-making. Unlike traditional economic models that view individuals as purely rational actors, this field acknowledges people as emotional and impulsive beings who are shaped by their surroundings and situations. Throughout this course, students will investigate the main drivers behind choices, including probability, risk, reward, and the concept of time. Students will examine various human biases and behavioral tendencies that impact decisions, often without our conscious awareness. By utilizing its distinctive methodology to analyze a wide range of real-life scenarios, this field equips us with effective tools to enhance the decision-making processes.

BHE-5002 - Behavioral Economics in Global Context

Semester Credits: 3 **Weeks:** 8
Behavioral economics applied to macroeconomic and political contexts in which domestic and international businesses operate. The course emphasizes current macroeconomic innovations and events such as cryptocurrency with a focus on business cycles and policies; global trade and world financial and monetary systems; institutional analysis of government-firm relationships, sustainable development, the environment, and social responsibility.

BTM-7101 - Doctoral Studies in Business

Semester Credits: 3 **Weeks:** 8
This course is the first step in transitioning from knowledge consumer to knowledge producer. Scholar-practitioners will learn to use business theory, advance scholarly inquiry, aid business practices, and form realistic program completion goals. Preparation will be done in the context of an examination of modern trends in business theory.

BUS-7101 - Changing Times: Business Administration in the 21st Century

Semester Credits: 3 **Weeks:** 8
This course serves as an introduction to the PhD–BA and as the foundation for further doctoral-level study in business. The PhD–BA degree is designed to encourage you to become a scholar-practitioner, using business theory to inform further scholarly inquiry and positively impact business practices. You will examine requirements for the degree—including each milestone and deliverable—and will develop a plan for achieving your academic and research goals. This preparation will be done in the context of an examination of modern trends in business theory and in beginning the transition from being consumers of knowledge to being producers of knowledge.

BUS-7102 - Applied Doctoral Studies in Business

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

BUS-7110 - The Business Environment

Semester Credits: 3 **Weeks:** 8
It is important for scholar-practitioners to understand both the internal and external influences on business—the business environment. In this course, students will examine theories related to those environmental factors including business ethics, international business, and marketing. Internal environmental factors include management and organizational behavior.

BUS-7112 - Business Strategy and Innovation

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

BUS-7120 - Business Financial Systems

Semester Credits: 3 **Weeks:** 8
The allied fields of economics, accounting, and finance are key areas where a highly knowledgeable leader can greatly contribute to the success of a business. Financial professionals secure and manage the money needed to run a business; economists determine how markets will react in certain situations; and accountants provide analysis and accountability to the entire process. In this course, scholar-practitioners will work towards information fluency in theories related to these critical knowledge areas.

BUS-7130 - Business Leadership & Strategy

Semester Credits: 3 **Weeks:** 8
Good plans aligned against clear strategic goals can help business leaders achieve those goals. This course is an overview of the theories involved in strategic planning to aid business. Students will explore the difference between strategic thinking and strategic planning, how to choose a strategy that is right for each business, and how to design a strategic plan. This course will investigate how to analyze customers and the competition and ask key questions that help design the most effective strategic plan for each business.

BUS-7100 - Scholarly Literature Review

Semester Credits: 3 **Weeks:** 8
In this course, you will engage in the process of scholarly literature reviews and academic writing. With an emphasis on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks, you will develop a foundation for future research. The overarching goal of this course is for you to conduct an exhaustive search of the peer-reviewed research literature in your topic area and identify potential areas of inquiry for your dissertation.

BUS-7105 - Statistics I

Semester Credits: 3 **Weeks:** 8
In this course, you will cultivate a statistical mindset through learning and nurturing skills needed to perform and interpret univariate inferential statistics. The course will facilitate building your statistical confidence in assessing and performing statistics. The course will cover univariate parametric and non-parametric statistical tests, interpretation of statistical output, and introduce skills needed to select statistical tests based on quantitative research questions.

BUS-7106 - Statistics II

Semester Credits: 3 **Weeks:** 8
In this course, you will learn advanced statistical principles and how to apply them to quantitative research in the study of organizations. You will be provided an overview of advanced statistical concepts used in empirical research, including inferential analysis. Advanced computations will be performed using commonly used statistical software. The focus involves helping you build independent scholarly skills with an emphasis on understanding multivariate data; the use, comprehension, and evaluation of sophisticated statistical concepts, and presentation of statistical results.

BUS-7320 - Quantitative Research Design and Methodology

Semester Credits: 3 **Weeks:** 8
During this course, as a scholar-practitioner, you will build the skills essential for designing quantitative studies;

analyzing the data collected in these studies, and interpreting the results of data analyses. You will explore designs and statistical techniques to use with their envisioned dissertation research.

BUS-7380 - Qualitative Research Design and Methodology

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

PSY-5701 - Foundations of Child and Adolescent Developmental Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in child and adolescent development. In this course, current and historical theories, major developmental principles, and research in child and adolescent development will be explored. In addition, graduate-level skills—such as academic integrity, effective use of the University Library, comprehension of complex scholarly texts and research articles, and use of APA format and style in professional communication—are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5702 - Pre-Natal and Early Childhood Development

Semester Credits: 3 **Weeks:** 8
Prenatal and early childhood development comprises multiple processes, including physical and biological, cognition and language, and socioemotional development. During this course, students will trace the development of each of these processes throughout the prenatal and early childhood periods. Using discipline related research skills; students will analyze the latest research in the field, and will emerge with a grounding not only in classic theory but also in current research directions. The diverse social context in which development occurs will also be critically examined, including how the role of family, school, and peers impacts development.

PSY-5703 - Child and Adolescent Development

Semester Credits: 3 **Weeks:** 8
This course focuses on physical, cognitive, and psychosocial development from childhood through adolescence. Students will gain an understanding of the physical, cognitive, and psychosocial development that occurs during childhood and adolescence, guided by theories of human development and scholarly literature. Diverse factors that protect, promote, and pose risks to development will be considered. This course will provide students an opportunity to strengthen their information literacy skills, build upon their academic writing skills, and reflect on interventions that promote development for children and adolescents.

PSY-5706 - Ethics in Development Psychology

Semester Credits: 3 **Weeks:** 8

The APA Code of Ethics is a comprehensive document. However, its application can be complex. Ethical decision making involves commitment to principles, a comprehensive understanding of the issues involved and the ability to view issues from the viewpoint of different stakeholders. This course provides you with an opportunity to apply the Ethical Principles specifically in the setting of Child and Adolescent Developmental Psychology. You will also be able to develop an understanding of several basic ethical concepts in the framework of Child and Adolescent Developmental Psychology. This course also emphasizes the importance of knowing state laws and regulations, which may differ from the ethics standards established by the American Psychological Association or other national organizations.

PSY-6704 - Gender Development in Children and Adolescents

Semester Credits: 3 **Weeks:** 8
This course is designed to provide a basic understanding of gender development in children and adolescents. Students will explore theoretical explanations of gender development and the latest research on this topic. They also

will learn how cognitive, social, biological, and cultural influences impact gender development, identity, and perception into adolescence.

PSY-6705 - Child and Adolescent Psychopathology

Semester Credits: 3 **Weeks:** 8
This course explores the etiology of child and adolescent behavior disorders. Students will examine the sociobiocultural influences on abnormal child and adolescent development. Theoretical underpinnings and classifications of abnormal child and adolescent development including familial attributes will be explored.

PSY-6708 - ADHD and Autistic Spectrum

Semester Credits: 3 **Weeks:** 8
Attention-deficit hyperactivity disorder (ADHD) and autism spectrum disorders (ASD) are prevalent neurodevelopmental disorders that present in child and adolescent developmental psychology settings. This course evaluates theory and research for ADHD and ASD. In this course, students will examine, separately, various diagnostic approaches as well as the origins and interventions related to ADHD and ASD. In addition, students will learn about the combined effects of ADHD and ASD.

PSY-6709 - Capstone in Child and Adolescent Developmental Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Child and Adolescent Developmental Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Child and Adolescent Developmental Psychology.

PSY-6710 - Internship in Child and Adolescent Developmental Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in Child and Adolescent Developmental psychology may opt to complete their degree by taking an internship in Child and Adolescent Developmental psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

CSC-7011 - Computer Networks and Mobile Computing

Semester Credits: 3 **Weeks:** 8
In this course, students are prepared for an understanding of networks and related theory to support computer science, cybersecurity, and technology management needs. Students will learn network concepts, as well as designing networks for reliability, availability, confidentiality, and network monitoring. Content will include high-level design of networks, evaluation of service providers, and strategies to prepare an organization for future communication needs (such as multi-cloud, satellite, 5G & 6G, and quantum data communications, plus related security techniques). Students will learn network design, planning, the role of network data communication devices, global access, and safe third-party data exchange.

CSC-7020 - Databases & Business Intelligence

Semester Credits: 3 **Weeks:** 8
Data and databases are the foundation of all business systems. Organizations that do not understand the importance of data management are less likely to survive in the modern economy. During this course, you will study advanced concepts of database management systems and data warehouses. You will also research processes and techniques used to improve data repositories, manipulate data, and prevent data corruption. By the end of the course, you will

be able to construct, assess, and transform data to improve business intelligence to support informed business decisions.

CSC-8102 - Principles of Computer Science

Semester Credits: 3 **Weeks:** 8
This course supplies an overview of computer science, setting the baseline for key topics in the field. In this course, you will study the importance of algorithms, the value of diverse languages, and the solutions created within the field. This course will also outline the role of theory, practice, and research in general and within the degree. A breadth of introductory topics will extend to data communications, cloud computing, data, artificial intelligence. The foundations of computer science will survey automata, theory of computation, neutral networks, intelligence, and the importance of human interaction.

CSC-8110 - Programming Languages and Algorithms

Semester Credits: 3 **Weeks:** 8
Programming languages and algorithms evolve due to changes in technology, needs, security, and other environmental adjustments. Programming must therefore adjust solutions quickly while limiting the use of resources. This course is an advanced study of the practical and theoretical principles behind the design, analysis, and implementation of algorithms and programming languages for research and professional practice. During this course, you will evaluate the practical and theoretical principles behind language development and the use of different programming languages to address programming problems. You will also examine current algorithms and their evolution for resolving common and anticipated computational problems.

CSC-8122 - Distributed Algorithms and Parallel Computing

Semester Credits: 3 **Weeks:** 8
This course explores the latest developments and applications of parallel and distributed computing in various domains. The course delves into advanced concepts and techniques related to algorithm optimization, solution-driven architectures, and the impact of parallel and distributed computing on advanced technologies and solutions. You will focus on the specific considerations for parallel computing in Internet of Things (IoT) solutions, advancements in modern parallel computing, applied parallel computing in cybersecurity, and the application of distributed computing in Blockchain technology. Through research, analysis, and assignments, students will gain a deeper understanding of these topics and their real-world applications.

CSC-8131 - Data Mining

Semester Credits: 3 **Weeks:** 8
This course addresses needs in industry, business, and academia to improve performance and advance scientific knowledge. You will learn data mining techniques that help discover patterns, trends, anomalies, and associations that are otherwise hidden or unknown. In addition, this course introduces the fundamentals, principles, implementation techniques, and applications of data mining. Learning also includes data curation techniques, focuses on exploratory data analysis, prediction, classification, association analysis, similarity assessment and clustering, outlier, and anomaly detection. Interpreting and evaluating data analysis/data mining results is explored. Additionally, data mining experience for applications in computer vision, big data, and social networks will be provided.

CSC-8140 - Software Engineering

Semester Credits: 3 **Weeks:** 8
Business processes change continually and require new technology solutions to improve production. Improved technology solutions can speed up processes, increase service delivery speed, and reduce the number of defects. This project-driven technical research course explores the principles and processes needed for the efficient development of software solutions with a focus on software quality design and development. During this course, you will research and suggest models and frameworks to improve software development processes based on different business problems and needs.

CSC-8150 - Artificial Intelligence

Semester Credits: 3 **Weeks:** 8
Artificial intelligence is becoming more and more useful in helping solve everyday problems. Intelligent agents and natural language processing have become common in the marketplace. During this course, you will evaluate the impact of artificial intelligence on performance and enterprise resources. You will also expand your ability to improve an artificial intelligence application to address varied user specifications. Finally, you will be able to produce a complete artificial intelligence project plan that will integrate with current and proposed IT solutions for process improvement.

CSC-8190 - Computer Science Policy and Strategy

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

TIM-8102 - Principles of Computer Science

Semester Credits: 3 **Weeks:** 8
This course supplies an overview of computer science, setting the baseline for key topics in the field. In this course, you will study the importance of algorithms, the value of diverse languages, and the solutions created within the field. This course will also outline the role of theory, practice, and research in general and within the degree. A breadth of introductory topics will extend to data communications, cloud computing, data, artificial intelligence. The foundations of computer science will survey automata, theory of computation, neutral networks, intelligence, and the importance of human interaction.

TIM-8190 - Computer Science Policy and Strategy

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

COUN-6000 - Orientation and Foundations of Clinical Mental Health Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to professional, clinical mental health counseling with respect to the multiple roles and functions counselors serve in their respective communities, specialty areas, and the multidisciplinary health care system. You will be provided with introductory knowledge about the counseling profession including credentialing, professional organizations, standards, and accreditation. In this course you will also be provided with an orientation to the University and to the essential skills needed to pursue a Master of Science degree in clinical mental health counseling. Graduate-level skills, such as goal building, time management, academic integrity, effective use of the University Library, the use of APA form and style in professional communication, and critical thinking skills will be introduced.

COUN-6050A - Extension to Clinical Mental Health Counseling Clinical Practicum

Semester Credits: 1 **Weeks:** 4
This course is designed to allow students to continue to accumulate a minimum of 100 clock hours while continuing the required supervised counseling practicum experiences in your community. You will complete at least 40 clock

hours of direct service with actual clients that contributes to the development of counseling skills. You will have weekly synchronous supervision with a counseling faculty member for 1.5 hours a week until you have completed the required 100 clock hours. You will have opportunities to use theory and counseling skills in a community setting while working with diverse clients and to practice interviews and documentation in clinical practice.

COUN-6050C - Clinical Mental Health Counseling Clinical Practicum

Semester Credits: 2 **Weeks:** 12
In this course, you will be required to complete supervised counseling practicum experiences for a minimum of 100 clock hours in your community. You will complete at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills. You will have weekly synchronous supervision with a counseling faculty member for two hours a week for 12 weeks. You will have opportunities to use theory and counseling skills in a community setting while working with diverse clients and to practice interviews and documentation in clinical practice.

COUN-6051C - Clinical Mental Health Counseling Internship I

Semester Credits: 2 **Weeks:** 12
After successful completion of a clinical mental health practicum, you will continue your supervised counseling experience. In this course you will earn at least 300 clock hours of supervised counseling internship with clients in a clinical mental health setting. You will complete at least 120-clock hours of direct service with actual clients. You will have weekly synchronous supervision with a counseling faculty member for two hours a week for 12 weeks. You will have opportunities to use history and assessments as you manage a caseload. You will practice advocacy and interface with the legal system on behalf of clients.

COUN-6052A - Extension to Clinical Mental Health Counseling Clinical Internship

Semester Credits: 1 **Weeks:** 4
This course is designed to allow students to continue to accumulate a minimum of 300 clock hours while continuing the required supervised counseling practicum experiences in your community. You will complete at least 120 clock hours of direct service with actual clients that contributes to the development of counseling skills. You will have weekly synchronous supervision with a counseling faculty member for 1.5 hours a week until you have completed the required 300 clock hours. You will have opportunities to use theory and counseling skills in a community setting while working with diverse clients and to practice interviews and documentation in clinical practice.

COUN-6052C - Clinical Mental Health Counseling Internship II

Semester Credits: 2 **Weeks:** 12
After successful completion of the first internship experience, you will continue your supervised counseling experience. In this course you will earn at least 300 clock hours of supervised counseling internship with clients in a clinical mental health setting. You will complete at least 120 clock hours of direct service with actual clients. You will have weekly synchronous supervision with a counseling faculty member for two hours a week for 12 weeks. You will have opportunities to use history and assessment as you conceptualize cases and implement evidence-based techniques. You will practice termination skills when closing cases.

COUN-6100 - Theories and Models of Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will learn about the foundational theories and models of counseling and psychotherapy. You will also learn about the importance of the person of the counselor and multicultural competence. Additionally, you will learn how to apply these foundational theories to different cases through your reading and study. You will be introduced to conceptualizing clients from a systems perspective. Finally, you will also begin developing an integrative personal model of counseling.

COUN-6101 - Ethical and Legal Issues in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on ethical and legal issues as they relate to practice of clinical mental health counseling. You will be introduced to the ethical standards of the American Counseling Association and learn to apply the Code of Ethics in various counseling situations with diverse populations. In this course you will also explore the importance of counseling supervision and maintaining professional dispositions. Emphasis will be placed on the evolving role of counselors in relation to scope and practice and the increase of technology in the profession.

COUN-6102 - Substance Use Disorders and Addiction Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will explore the history and development of addictions counseling. You will also learn about the theories and models of addictions counseling. Neurobiological and medical foundation in relation to the ethology of addictions will be explored. You will also be introduced to motivational interviewing as a foundational treatment for addictions counseling. This course will help you to develop a foundational knowledge about process and behavioral addictions and understand common co-occurring disorders.

COUN-6103 - Counseling and Psychotherapeutic Techniques

Semester Credits: 3 **Weeks:** 8
In this course you will develop basic counseling skills essential to creating a therapeutic working alliance with clients. Evidenced-based counseling strategies for prevention and intervention will be introduced. Initial skill development for clinical interviews and case conceptualization will be explored. Additionally, you will understand the core characteristics of an effective counselor. In this course you will also explore the impact of technology on counseling techniques.

COUN-6103A - Advanced Counseling and Psychotherapeutic Techniques

Semester Credits: 3 **Weeks:** 8
This is an advanced skills-based course designed to allow you to practice the art and science of counseling and the stages of the helping process. This goal will be met through the application of counseling theory to counseling practice. The art of counseling refers to the personalization the counselor brings to the counseling relationship and includes establishing a positive rapport with the client. The science of counseling includes critical thinking, assessment, use of data, and evaluation. Throughout this course, you will employ role plays and practice sessions to further explore the ways in which theory informs practice and how counseling practice informs theory development.

COUN-6104 - Social and Cultural Diversity in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to the multicultural counseling competencies. You will also learn about the models and theories foundational to multicultural counseling. Specific multicultural populations will be explored with attention focused on multicultural evidenced based treatments. You will be challenged to confront personal biases and obstacles to multicultural orientation.

COUN-6105 - Assessment, Tests, and Measurements in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on the historical perspective of assessment and testing in counseling. You will learn basic concepts of testing for both group and individuals. You will also learn to apply statistical principles in the selection of testing and assessments. In this course you will also explore the importance of using ethically and culturally relevant strategies for administering and interpreting assessments and tests. Emphasis will be placed on the use of assessments and tests in various domains.

COUN-6106 - Human Sexuality

Semester Credits: 3 **Weeks:** 8
In this course you will study the biopsychosocial development of human sexuality. Research about sexuality, sexual development, sexual function, sexual orientation, gender issues and other sexual dynamics will be reviewed. The

treatment of sexual disorders, sexual trauma, and abuse will be an area of focus. Students will apply the information from this course to the practice of professional counseling.

COUN-6107 - Human Growth and Development

Semester Credits: 3 **Weeks:** 8
In this course you will study the theories of individuals across the lifespan. Specifically, the students will learn of the myriad of factors that affect human development, including: biological, neurological, and physiological factors. Focus will also be placed on the systemic and environmental factors that affect human development. Emphasis will be placed on ethically and culturally sensitive approaches to enhance wellness and resilience. The unique impact of crisis and trauma on human development will be investigated.

COUN-6108 - Marriage and Family Systems

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to the history and development of marriage, couple, and family counseling. You will review the theories and models of family systems and dynamics focusing on assessment and intervention. Cultural factors relevant to marriage, couple, and family functioning will also be explored. In this course you will also be challenged to reflect on your family of origin and how it impacts your current functioning.

COUN-6109 - Abuse, Crisis, and Trauma Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will learn strategies for crisis intervention and trauma-informed care. You will also explore psychological first aid and community-based strategies for crisis and trauma counseling. This course will discuss abuse, crisis, disasters, and trauma and their effect on diverse populations. This course will also focus on the impact of abuse, crisis, and trauma on individuals with mental health diagnoses.

COUN-6110 - Psychopathology

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the classifications of the *Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classifications of Diseases*. You will learn the process of diagnosing, the structure of the DSM, and concepts related to differential diagnoses. You will also learn about the scope and practice of counselors in the diagnostic process.

COUN-6111 - Career Development and Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to a foundational aspect of professional counseling: career counseling. You will explore the theories and models of career development. You will develop an understanding of the interconnectedness of work, mental health, and other life roles. This course will also provide you with the opportunity to recognize areas of advocacy with diverse clients in career and educational development. Developing strategies to address career needs in an ethically and culturally relevant manner will also be an area of focus.

COUN-6112 - Research Methods and Program Evaluation in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on the importance of research in the counseling profession. You will also understand how to critique counseling literature to help inform practice. Additionally, you will explore the use of ethically and culturally relevant strategies for conducting research and program evaluation. You will be able to understand the qualitative, quantitative, and mixed methods used in research and program evaluation. The focus will also be on identifying evidence-based counseling practices and conducting needs assessments.

COUN-6113 - Psychopharmacology

Semester Credits: 3 **Weeks:** 8
This course will provide you with relevant information about the use of psychotropic medications in the context of

counseling. You will learn the commonly prescribed medications for mental health disorders including the benefits and side effects. This information will help you prepare for consultation and participation in integrated behavioral health care.

COUN-6114 - Clinical Assessment, Diagnosis, and Treatment

Semester Credits: 3 **Weeks:** 8
This course will challenge you to synthesize the concepts of clinical assessment, diagnosis, and treatment. You will learn how these concepts work together to inform evidence-based treatment. You will utilize case conceptualization models to develop treatment plans. You will also explore various forms of documentation for clinical mental health counseling.

COUN-6115 - Group Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will focus on understanding the theoretical foundations of group counseling and group work. You will explore the dynamics of group process, including the stages of group development. You will continue to develop the personal and professional characteristics of a counselor, particularly those essential to the group leader. This course will introduce you to the components of groups in various setting and explore ethically and culturally relevant strategies for designing and facilitating groups.

COUN-6116 - Contemporary Issues in Counseling

Semester Credits: 3 **Weeks:** 8
In this course you will study the specific requirements for your state of residence for professional, clinical mental health counselors. You will learn the requirements for child abuse assessment and reporting for counselors in your state. You will explore the unique cultures of your state of residence and the social and psychological implications of socioeconomic position for clients. This course will provide opportunities to apply strategies for suicide Risk Assessment and Intervention. You will also understand the unique considerations for telementalhealth and technology assisted counseling.

COUN-6117 - Advanced Ethical Practice and Record Management

Semester Credits: 3 **Weeks:** 8
In this course you will study the importance of records management in maintaining ethical practice. You will explore how business and family law impacts professional practice. You will also study the current rules and laws applicable to counseling in your state of residence. You will look at the details of the ethical principles governing counseling and you will examine the ethics of the evolving telemental health practice of counselors.

CJ-5004 - Organized Crime

Semester Credits: 3 **Weeks:** 8
This course provides students with an opportunity to examine the various types of white collar crime, methods of detection, investigation, and the social impact of such crimes. The specifics of organized crime such as family structure, revenue sources, and investments will be introduced. The differences and common bonds between organized and white collar crime will be evaluated. Students will also evaluate the political influences in organized crime and cases related to white collar crimes.

CJ-5007 - Current Issues in Law Enforcement

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate important issues facing the nation's local, state, and federal law enforcement agencies. Major issues such as emergency management and response, national security, technology and communication, and drug enforcement, will be discussed. You will evaluate issues and law enforcement response from a local, state, and federal perspective. You will also assess the importance of cooperation among agencies and evaluate alternative law enforcement responses based on evidence-based practices. This course provides students with the opportunity to investigate the most important issues facing the leadership of the nations' local, state, and

federal law enforcement agencies. Major problems such as drug enforcement, organized crime, white-collar crime, and the war on terrorism and cooperation among law enforcement, first responder, and health officials provide the core focus of student efforts.

CJ-5101 - Introduction to Criminal Justice

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the different components of the criminal justice system in the United States. Through a legal, criminological, historical, and societal perspective, the foundations of crime and justice, police, courts, corrections, and juvenile justice will be evaluated. Special attention will be given to police, court, and corrections from arrest to conviction. Students will examine concepts of ethics and discuss current issues in the criminal justice system. Integration of technology such as databases and the use of technology in policing and corrections will be studied.

CJ-7010 - Effective Police Tactics, Techniques, and Methodologies

Semester Credits: 3 **Weeks:** 8
The course will examine police tactics, techniques, and methodologies, exposing the student to best practices in evidence collection, agency collaboration, and investigation of cybercrime. You will develop a keen understanding of the latest techniques and technologies that may be employed in a criminal investigation, as well as the research and development techniques used to generate new tactics and methodologies with an emphasis on cybercrime and forensic science.

CJ-7011 - Ethics and Criminal Justice

Semester Credits: 3 **Weeks:** 8
This course provides a comprehensive review of ethics and moral behavior in criminal justice. The theoretical foundations of ethics will be introduced and applied to criminal justice practice. You will evaluate the ethical challenges faced by criminal justice professionals and the policies and practices in place to prevent unethical behavior. The ethical obligations in crime scene investigation, evidence handling, and testimony in court will also be addressed in this course.

CJ-7101 - Management Issues in Justice Agencies

Semester Credits: 3 **Weeks:** 8
This course examines current management issues within the criminal justice field. You will explore concepts and skills needed to address issues and problems confronting the criminal justice system. Issues such as the societal and cultural changes affecting criminal justice agencies will be examined. In addition, you will gain in-depth exposure to the application of theoretical and administrative principles.

CJ-7102 - Theory in Justice Administration

Semester Credits: 3 **Weeks:** 8
In this course, students will analyze the internal organizational structure, roles, and functions of criminal justice agencies. Students will apply administration and managerial concepts and theories to demonstrate competencies in this area. Students will also learn to formulate policies for coordination and control procedures.

CJ-7104 - Strategic Planning and Implementation in Criminal Justice

Semester Credits: 3 **Weeks:** 8
Strategic planning is necessary for effectively planning both current and future organizational goals of a criminal justice organization. This course will allow you to examine the tools and skills needed in the strategic planning process while understanding the importance of the planning process. This course will also strengthen your ability to analyze, develop, and implement strategic plans to achieve criminal justice goals for an organization as well as to assess and manage improvements for an organization in a specific geographical location. Several criminal justice agencies will be examined within the course to provide you with the widest perspective possible before you begin developing your own strategic planning documents.

CJ-7105 - Public Policy and Criminal Justice

Semester Credits: 3 **Weeks:** 8
In this doctoral level course, students will examine public policy and criminal justice. Students will analyze the various significant policy models used in the criminal justice system. Students will assess how various participants such as politicians, the police, and the corrections sector impact criminal justice public policy. Students will specify how the media influence criminal justice public policy. Finally, students will evaluate how the courts shape criminal justice public policy.

TIM-8305 - Cyber Risk, Contingencies, and Incidents

Semester Credits: 3 **Weeks:** 8
Cybersecurity has the primary objective of averting losses and restoring proper operations should there be a loss. During this course you will study the foundations of risk and the opportunities to reduce cybersecurity losses for organizations. Risk assessment abilities and research options form the base of cyber defenses and determine the need for subsequent resources. The course continues with measuring risk and events leading to the identification of potential incidents and solutions. Learning about contingencies consider the needs of the organization, maintaining operations, and preparing for the best recovery should there be a loss.

TIM-8315 - Cyber Automation, Artificial Intelligence, and Machine Learning

Semester Credits: 3 **Weeks:** 8
Tracking and responding to cyber events requires massive databases integrating content from all devices at every location. Cyber threat analysis and response implies long term access and complex manipulation of event databases. In this course you will learn techniques to capture and display relevant data and leverage automation to reduce losses. Data manipulation, automated sense-making, appropriate fast reactions, machine learning, data analysis, and presentation are rapidly developing cybersecurity techniques. You will also leverage required capabilities for the defense of the organization, respond to enhanced threat complexity and capabilities, and address the need to counter data poisoning by threat actors.

TIM-8325 - Cloud and Systems Certification & Accreditation

Semester Credits: 3 **Weeks:** 8

Information technology systems require formal review to ensure not only that they function correctly, but also that they are secure. In this course you will learn the issues and lack of proper defenses for internal and commercial off-the-shelf (COTS) systems and solutions. In addition, you will investigate the benefits and implications of cloud computing and proper processes to leverage innovative solutions to decrease risk, such as FedRAMP. With the redefinition of the "perimeter" that must be defended and new threat vectors, you will explore and research novel approaches to safe computing and cybersecurity monitoring.

TIM-8335 - Governance, Laws, Privacy, and Compliance

Semester Credits: 3 **Weeks:** 8
Prerequisites: Masters Degree

This course provides the source, role, and implementation of governance within the cybersecurity arena and the entire organization, including related policy. The execution considers the breadth of state and federal laws plus regulations to establish a further domain for cyber objectives. Important global laws and regulations round out the foundation, leading to effective compliance. Learning includes a focus on specific industries and agencies, including banks, hospitals, government, etc. During this course you will prepare to enable governance, compliance, privacy, and related solutions for medium to very large organizations, including the ability to support the significant changes anticipated in laws.

TIM-8345 - Global Governance, Audit, Privacy, and Compliance

Semester Credits: 3 **Weeks:** 8
Prerequisites: Masters Degree

This course addresses cybersecurity complexity implied by global influences in terms of laws, locations, facilities, and operations. During this course you will combine cyber global governance, audit, privacy, and compliance to support a comprehensive cyber response. Your foundation would enable the organization's integrated abilities to defend the technical systems that facilitate its global operations for both global and local needs across all locations. You will address the diversity of laws and audit practices, different views of privacy, and multiple compliance implications that require a carefully balanced practical solutions that harnessing theory.

TIM-8355 - Secure Globally Distributed Infrastructure and Support

Semester Credits: 3 **Weeks:** 8
Organizations with a global footprint need to balance a single approach for cybersecurity with a range of diverse influences from people, governments, and organizations. In this course, you will explore cybersecurity challenges relating to communication systems, various local support capabilities, and supply chain challenges. Further learning considers the variety of contracts available in different countries, available service levels, and approaches to management, maintenance, and controls. Within diversity and continuous change, the course adds theoretical and practical approaches to constant revision, thereby facilitating viable solutions for local and global needs.

TIM-8360 - Global Laws, Culture, and Ethics

Semester Credits: 3 **Weeks:** 8
Global organizations need to balance a wide range of influences that compromise options to achieve required outcomes from multiple external and internal demands. Global laws adjust to local expectations in each individual country, implying diverse needs that need to be matched with carefully devised controls. You will learn about diverse cultures across nations, regions, and within organizations implying careful and pragmatic approaches to integrate diversity. You will also discover diverse views and approaches to ethics that will require careful responses and protection of all stakeholders.

TIM-8365 - Global Cyber Policy, Operations, and Risks

Semester Credits: 3 **Weeks:** 8
This course combines all the previous cybersecurity insights and extends the learning to include policy and operations to reduce risk. You will learn about policy in commercial organizations that need to balance costs with safety to serve all their stakeholders. Policy supplies the expectations and sanctions to all persons that use the information systems and is authorized by the Board. You will also learn government views that complement laws and standards. The operational functions and implied architecture of the organization adds practical insights, all aligned to reduce risk within the organization and all its stakeholders.

TIM-8370 - Advanced Networking & Identity Management

Semester Credits: 3 **Weeks:** 8
Cloud computing provides benefits and new challenges for cybersecurity. Unknown entities can review or divert communications and any person can try to authenticate or intercept access. This course provides insights regarding cybersecurity exposures relating to networking to remote sites and managing identities and access. Your aim is to enable the security of data assets where there is no perimeter defense. You will learn about improved networking options for confidentiality, integrity, and availability. Identity options include active directory options, extensions, controls, and alternatives. Other options consider virtual perimeters, other forms of trust, protocols, and anticipating the evolution of issues, including quantum computing.

TIM-8375 - Integration, Outsourcing, and Related Laws

Semester Credits: 3 **Weeks:** 8
The evolution of modern secure cloud computing will require a variety of vendors for solutions to organizations. Combining internal information systems with multiple cloud and solution suppliers requires careful cybersecurity

integration and negotiation. You will learn about combining solutions, system changes, upgrades, changes to security, and multiple laws. Options to adjust architecture, orchestrate multiple adjustments, and selecting business optimization will introduce you to innovative approaches and risk mitigation. You will need to enable third parties and outsource arrangements to broker solutions. Global needs will expose you to different laws about security, data residency, regulations, audit, and diverse suppliers.

TIM-8380 - Secure Cloud Operations

Semester Credits: 3 **Weeks:** 8
Secure cloud operations rely on equipment, processes, and personnel from providers, client organizations, and the networks linking all parties. Each are subject to the laws, regulations, and threats. In this course you will learn the theory and practice relating to delivering reliable and secure cloud services while coping with ongoing change. Concurrently, new uses for cloud computing and core technology evolution add further complexity. While operations might be tactical, the complexity and need to integrate diverse influences, calls for negotiation, resilience, strategy, and use of maturity models. One must attain and maintain acceptable delivery capabilities within local and global change.

TIM-8390 - Strategic Management of Cybersecurity: General and Technology

Semester Credits: 3 **Weeks:** 8
Prerequisites: Masters Degree

This advanced course integrates all cyber content learning across the degree and specialization, combining theory and practice for the holistic cybersecurity strategy. During this final content course, you will construct a response addressing cyber governance, policy, risk, compliance, and assurance. You will contribute technical leadership by addressing architecture and operational needs to reduce both treats and vulnerabilities from internal and external sources. The evaluation of tools, data, and processes must facilitate resilience and support the protection of critical information from current and future losses.

TIM-8710 - General Cyber Law, Oversight, and Regulations

Semester Credits: 3 **Weeks:** 8
This course addresses a broad background of current laws, governmental oversight from a variety of agencies, and industry regulations. The focus is the broad requirements across industries, organizations, and consumers. It excludes a focus on specific industries and agencies, such as banks, dams, or defense. During this course you will prepare to defend organizations and enable generic compliance, reduce privacy risks, and prepare to follow proposed laws and regulations. The scope includes all active laws and prepare for new requirements. You will also learn about demands from foreign powers and other states that apply to a broad range of organizations.

TIM-8715 - Frameworks, Models, Standards, and Controls

Semester Credits: 3 **Weeks:** 8
This course reviews a range of frameworks, models, standards, and controls to address a wide variety of needs. You will learn about broad and specific solutions responding to industries or laws. Depending on the specific expectations of the industry, the type of organization, and its location, you will consider appropriate solutions. In practice, one would need to find a way of combining diverse needs into a reasonable approach to establish controls without hampering effective value delivery within the organization. Most frameworks, models, standards, and controls change frequently, implying the need for continuous improvement and strategic planning.

TIM-8720 - Industry Laws, Regulations, and Compliance

Semester Credits: 3 **Weeks:** 8
This course focuses on United States law, regulations, and compliance that targets specific industries at both federal and state levels. Your learning in this course focuses on additional depth for the 16 critical infrastructures and attaining compliance across multiple requirements. In addition, regulations relating to centralized controls and related bodies frequently specify techniques and approaches. In developing areas of the law and regulations, the

migration from federal to state and state to federal implies regular change and complexity for compliance. Your learning includes anticipation of changes and multi-period adjustments across internal and external stakeholders.

TIM-8725 - Cyber Policy and Leading Cyber Operations

Semester Credits: 3 **Weeks:** 8
Cybersecurity policy provides guidance to all stakeholders and supports the governance that must be applied throughout the organization. The deployment of policy and leadership of cyber operations provides the execution channel for policy. In this course, you will learn about the structures that support policy and governance. You will review needs and devise solutions to enable sound cybersecurity responses, including both the creation of policy and its implementation. In addition, consideration is given to the needs of distributed organizations, outsourcing, and the implications of links to external parties.

DDS-7250 - Research Design in Data Science

Semester Credits: 3 **Weeks:** 8
This advanced Data Science research design course immerses you in diverse methodologies, equipping you with a multifaceted approach to data-driven investigations. From the foundations of quantitative research, which harnesses statistical analyses to draw generalizable conclusions from large datasets to the cutting-edge realm of Constructive Research focuses on models, frameworks, tools, and software used by industry to improve value creation. Throughout the course, you will delve into DSR (Design Science Research) and examine how it integrates theoretical and empirical constructs with industry practices to develop applied and testable models, enhancing the Data Science landscape. Common approaches include experimental design, where controlled experiments are conducted to test hypotheses, observational studies that involve data collection without intervention, and exploratory research to uncover patterns and relationships in data. Furthermore, cross-sectional and longitudinal designs allow for the examination of data at specific time points or over time.

DDS-7255 - Advanced Research Design in Data Science

Semester Credits: 3 **Weeks:** 8
Technical, quantitative research involves statistical analysis of data collected from a larger number of participants to determine an outcome that can be applied to a general population. Technical constructive research focuses on models, frameworks, tools, and software used by the industry to improve value creation. A constructive approach to research of a technical nature integrates theoretical and empirical constructs with standard practices and experience to develop an applied and testable model to improve the field of Data Science. During this course, you will work through the scientific research process and apply your knowledge of both quantitative and constructive research design to develop a technical research proposal that you can use to support your research interests through the remainder of your program.

DDS-8150 - Artificial Intelligence

Semester Credits: 3 **Weeks:** 8
Prerequisites: DDS 8536 with a minimum grade of C. Completed all Machine Learning Courses.

Artificial intelligence is becoming more and more useful in helping solve everyday problems. Intelligent agents and natural language processing have become common in the marketplace. During this course, you will evaluate the impact of artificial intelligence on performance and enterprise resources. You will also expand your ability to improve an artificial intelligence application to address varied user specifications. Finally, you will be able to produce a complete artificial intelligence project plan that will integrate with current and proposed IT solutions for process improvement.

DDS-8210 - Optimization & Decision Analytics

Semester Credits: 3 **Weeks:** 8
This course examines optimization and decision analytics as rigorous frameworks for prescriptive, data-informed decision-making. Students analyze advanced optimization paradigms, computational methods, uncertainty, and

tradeoff structures, while integrating predictive models with decision systems. Emphasis is placed on methodological justification, critical evaluation, and research-oriented application in complex organizational and interdisciplinary contexts.

DDS-8260 - Natural Language Processing

Semester Credits: 3 **Weeks:** 8
This course provides an in-depth study of natural language processing methods, from foundational linguistic and statistical approaches to modern neural architectures and generative AI. Topics include text representation, sequence modeling, transformers, language generation, transfer learning, evaluation, and deployment. Students examine applications, limitations, and ethics while developing advanced NLP solutions for research and practice.

DDS-8280 - Special Topics in AI and ML

This course provides an examination of current and emerging topics in artificial intelligence and machine learning, with content varying by term to reflect significant developments in research, theory, and practice. Emphasis is placed on advanced conceptual frameworks, methodological innovation, critical evaluation of contemporary literature, and the analysis of unresolved challenges in the field. Topics may include new learning paradigms, model architectures, evaluation methodologies, issues of generalization and robustness, interpretability, ethical and societal implications, and domain-specific or interdisciplinary applications. Students engage with scholarly research, synthesize competing perspectives, and assess the implications of emerging advances for both theory and practice. The course is designed to cultivate the analytical depth, intellectual flexibility, and research-oriented perspective needed to engage rigorously with the evolving landscape of AI and machine learning.

DDS-8500 - Principles of Data Science

Semester Credits: 3 **Weeks:** 8
This course provides an introduction and overview of data science in order to make informed decisions about business needs. The objective of this course is to introduce you to the nature and methods of data science at the doctoral level. While data science is a varied and nuanced field that generally combines computer science with advanced mathematics, it's application in research and industry ranges from understanding problem statements to producing insights using validated methods. You will explore data science life cycle and determine appropriate design methods and management of data to fit the context of research and/or industry issues.

DDS-8501 - Exploratory Data Analysis

Semester Credits: 3 **Weeks:** 8
Prerequisites: DDS 8500 with a minimum grade of C. Sufficient knowledge of Principles of Data Science

This course includes analytics methods to understand how data is shaped in relation to how it can be analyzed. This is a foundational skill for data scientists and important to apply prior to creating confirmatory (final) models that predict and deliver end-user insights for decision making. The focal points in this course are descriptive statistics and exploratory data analysis. Specific attention is given to measures of central tendency, clustering, variability, and frequency. You will learn identification of the appropriate univariate analysis for use in applied research in a business context. You will also learn to apply clustering analysis in relation confirmatory models.

DDS-8510 - Data Visualization

Semester Credits: 3 **Weeks:** 8
Evaluating the accuracy and effectiveness of graphical representations of data is a critical skill required of experienced data scientists. This advanced course in data visualization will help you identify the appropriate questions required to evaluate the validity of the insights provided by others and develop the skills needed to influence other decision makers. During this course, you will synthesize research on the best practices associated with communicating through data visualization. You will also study techniques and processes you can use to dynamically communicate your interpretations of effective graphic interactive representations of data.

DDS-8515 - Multivariate Analysis

Semester Credits: 3 **Weeks:** 8
This course examines the use of multivariate analysis to provide statistical and applied insight to data science problems. You will apply a variety of multivariate methods by selecting the appropriate models for the research questions posed and the data type. You will engage in hypothesis testing using parameters of multivariate data. Specifically, you will develop problem solutions by analyzing multidimensional data to derive meaningful insights into problem statements. Finally, you will present your results and actionable insights in an appropriate format for your audience.

DDS-8521 - Statistical Modeling

Semester Credits: 3 **Weeks:** 8
Prerequisites: DDS 8501 with a minimum grade of C. Sufficient knowledge of EDA

Introducing statistical techniques is essential for extracting meaningful insights from data focusing on projects and research of Data Science. Through a comprehensive eight-week journey, students will explore topics such as normal distribution, hypothesis testing, power of test, type I and type II errors, sampling distributions, bootstrapping methods, diagnostic tools, validation techniques, and more. The course emphasizes practical applications, equipping learners with the skills to make data-driven decisions and extract hidden patterns from datasets. By mastering these inferential statistics techniques, students will be well-prepared to tackle complex real-world problems and enhance their expertise in the field of Data Science.

DDS-8530 - Big Data Development

Semester Credits: 3 **Weeks:** 8
This course focuses on modern tools and methods to develop and work with large datasets. Some course concepts include the exploration of relational databases, distributed storage software, distributed computing methods, analytics and algorithms. You will explore current topics in the area of big data and potential future problems. You will investigate appropriate architectural techniques associated with big data. You will also evaluate the constructs of ethics in data science, propose techniques for application, and design a system to produce insights.

DDS-8536 - Current Topics in Data Science

Semester Credits: 3 **Weeks:** 8
Prerequisites: DDS 8515 with a minimum grade of C. Sufficient Exposure to different modeling methods

Exploring univariate data analysis, beginning with the fundamentals of clustering univariate data, students learn to group similar data points an essential skill for identifying patterns in various fields. Moving on to advanced analytical methods, students extract deeper insights and discern trends. The next focus is on predictive analytics, where students acquire the skills to forecast outcomes using univariate data implementing predictive techniques, processes, and diagnostics. The natural language processing, underlining the criticality of effectively communicating analytical results is also a subject explored. Each section is carefully crafted to provide a detailed and practical learning experience, making this course ideal for anyone seeking to master the spectrum of univariate data analysis, from basic clustering techniques to advanced predictive and communication strategies.

DDS-8555 - Predictive Analysis

Semester Credits: 3 **Weeks:** 8
Prerequisites: DDS 8521 with a minimum grade of C. Sufficient knowledge of Statistical Modeling

A comprehensive exploration of advanced predictive modeling and machine learning techniques. The course equips students with the skills needed to harness the power of data for making informed decisions. The course dives into regression models, decision trees, support vector machines, and ensemble methods like random forests and gradient boosting. Students will also learn about clustering methods, time series analysis, and the application of these techniques in real-world scenarios. Through hands-on projects and assessments, participants will become proficient

in building predictive models, evaluating models, and effectively leveraging machine learning algorithms. It also equips students to interpret and communicate their findings effectively.

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

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

DMFT-7000 - Foundations of Relational/System Ethics and Practice

Semester Credits: 3 **Weeks:** 8
This doctoral-level course is designed for students without a background in relational/systemic clinical theory. It focuses on the key elements of relational/systemic ethics and clinical practice, including the theories commonly used in marriage and family therapy (MFT). The purpose of the course is to prepare students for the foundational and specialization courses in the DMFT program. In this course you will examine the core elements of relational/systemic ethics, systems theory and cybernetics, and MFT theories. An emphasis is on the implications of using a relational/systemic clinical lens, including how doing so impacts your professional identity.

DMFT-7112 - Program Evaluation and Monitoring in MFT

Semester Credits: 3 **Weeks:** 12
In this doctoral-level course, you will focus your attention on the fundamentals of evaluating and monitoring human services programs. The purpose of this course is to prepare you to conduct quantitative, qualitative, and mixed methods formative and summative program evaluations. Special emphasis is placed on evaluating programs and clinical outcomes using the relational/systemic perspective of Marriage and Family Therapy. In this course, you will develop your abilities to collaborate with stakeholders in developing evaluation plans that ensure evaluation processes meet the needs of multiple stakeholders. You will consider the various ethical implications of program evaluation and will identify ethical considerations in implementing an evaluation plan and reporting results.

DMFT-7113 - Relational/Systemic Applied Methodologies

Semester Credits: 3 **Weeks:** 12
In this course you will explore various relational/systemic methodologies, including those that might be used in applied doctoral projects. As you do so, you will analyze the foundations and key elements of each, as well as address relevant ethical and diversity-related issues. In addition, as you examine the different types of applied scholarship, you will identify those that seem most relevant to your proposed doctoral project and will sketch an initial blueprint for applying them in your doctoral project.

DMFT-7115 - Relational/Cybernetic Applications in Larger Systems

Semester Credits: 3 **Weeks:** 8
Relational/systemic practice is not bound to the therapy room and carries relevance beyond the family system. In this course you will examine the key elements of relational dynamics and cybernetics as they present in larger macrosystems. You will then explore the application of these concepts relative to the assessment and intervention of organizational and social systems, such as state and federal government, corporations, organizations, and polarized cultural groups. The overall focus of this course will equip you to strategize systemic change on a broader scale through methods that target second/third-order cybernetic change. Emphasis will be placed on engaging such large-scale change in a manner that is culturally sensitive and ethical.

DMFT-7201 - Program Development for MFTs

Semester Credits: 3 **Weeks:** 12
This doctoral-level course focuses on the fundamentals of developing human services programs from a marriage and family therapy (MFT) systemic/relational perspective. You will review and analyze well-designed prevention, early intervention, and clinical treatment programs by providing case conceptualization and (treatment/program) planning using integrated, multiple systems perspectives. You will understand the different stages and implementations of evidence-based programs. Then, you will develop a program of your choice using a standard format for program proposals: problem statement, goals and objectives, methodology or program description, evaluation plan, and executive summary. Throughout, you will apply relational/systemic theory and concepts as appropriate to identify key contributions that MFTs can bring to the process of program development.

DMFT-7202 - Grant Writing Concepts and Approaches for MFTs

Semester Credits: 3 **Weeks:** 12
This doctoral-level course focuses on the fundamental concepts of and approaches to grant writing and responses to Requests for Proposals (RFPs). The purpose of this course is to prepare students to seek, identify, and respond to different types of funding opportunities. Special emphasis is placed on developing applications and responses using the systemic/relational conceptual framework of Marriage and Family Therapy as a template for developing prevention, early intervention, or full-scale/multidisciplinary programs. Particular focus will be devoted to using internet resources to access grantors' grant and program announcements, requests for proposals, strategic plans, and funding priorities. You will consider the ethical and political implications of various funding sources in pursuing funds.

DMFT-7501 - Foundations of Relational/Systemic Intervention

Semester Credits: 3 **Weeks:** 8
In this course, you will be prepared for success in the doctorate of marriage and family therapy program (DMFT) at the University. You are introduced to relevant academic communities, professional standards, and doctoral-level expectations while completing an applied doctoral degree in MFT. In addition to a review of the evolution of the MFT field, you will examine the system-based framework and the various environments in which relational/systemic interventions can be applied. Critical thinking, research appraisal, and the role of culture in systemic practice are emphasized. You will also explore potential topics for an applied doctoral project. Upon course completion, you will have a professional growth plan that will contribute to the achievement of your professional goals.

DMFT-7502 - Fundamentals of Scholarly Writing

Semester Credits: 3 **Weeks:** 12
This course focuses on the review of literature and scholarly writing in the field of Marriage and Family Therapy. The course emphasizes preparation for an applied doctoral project focused on issues at the local, community, or societal level. In this course, you will a) conduct effective literature searches; b) write comprehensive, critical, and synthesized reviews of the literature; c) explore and examine frameworks; d) explain ethical issues related to the topic; and e) address diverse, marginalized, and/or underserved populations in the literature and applied projects.

DMFT-7503 - Relational/Systemic Approaches to Research and Scholarship

Semester Credits: 3 **Weeks:** 12
This research methods course provides you with the skills needed to critique existing research and apply the findings to successfully complete an applied doctoral project. In this course you will explain the foundational aspects of MFT research and consider the elements involved in critiquing research relevant to different applied projects. You will also address ethical and diversity issues in relational/systemic research. You will apply this knowledge and these skills to develop an applied project outline.

DMFT-8702 - Practice/Organization Marketing

Semester Credits: 3 **Weeks:** 12
In this doctoral course, students are introduced to the fundamentals of marketing as applied to the MFT practice

organization and marketing. Topics such as strategizing, networking, advertising, public speaking, publishing and volunteering will be reviewed. Students will have an opportunity to develop essential marketing skills needed to thrive in agency work and/or private practice, including finding a niche, maximizing one's scope of practice, building one's brand, creating a consulting base and establishing a service contract. Students will also have an opportunity to develop a personalized marketing plan.

DMFT-8704 - Systems Consultation

Semester Credits: 3 **Weeks:** 12
This doctoral-level course invites students to look at an organization from a systems-based perspective, examining the patterns of interactions, current events, and managerial solutions, while keeping in mind foundational concepts of general systems theory (GST). Students will learn how to use their systemic training to consult with personnel from a variety of organizations including medical field, academia, corporations, justice system, faith-based organizations, military, sports organizations, and family businesses. Students will have an opportunity to design a proposal to offer systems consultation services.

DMFT-8705 - Systemic Leadership

Semester Credits: 3 **Weeks:** 12
What makes a person an effective leader? This doctoral level course will engage students in developing a better understanding of the leadership role, styles, philosophy, and behaviors. The students will also examine and apply the concepts of general systems theory (GST) and their application to the creation of a successful leadership style.

DMFT-8706 - The Business of Therapy

Semester Credits: 3 **Weeks:** 12
This doctoral-level course provides an exploration of the business aspects of marriage and family therapy for students in the DMFT program. The emphasis of the course is on providing a working knowledge of business development and management as it relates to private practice and family therapy businesses. The purpose of the course is to assist students in understanding the principles and processes needed to develop, manage, and grow a successful family therapy business.

DMFT-8715 - Creating and Sustaining Optimal Organizational Systems

Semester Credits: 3 **Weeks:** 8
Developing and maintaining healthy organizations requires effort and insight. In this course you will review resources necessary as a leader to create and sustain optimal organizational systems. You will explore theories, models, and approaches for organizational development and maintenance. As you do so, you will attend to relevant diversity, equity, and inclusion issues, as well as examine the ways systems theory informs such efforts.

DMFT-8716 - Managing and Addressing Conflict and Dysfunction within Organizations

Semester Credits: 3 **Weeks:** 8
Whenever individuals interact, conflict is inevitable. Whether that conflict is constructive or destructive is another matter. In this course you will examine leadership approaches for dealing with conflict and dysfunctional organizational systems. The centrality of power, hierarchy, and communication in organizational functioning will be considered. You will explore the bidirectional nature of conflict and dysfunction, as well as preventive and intervention strategies for addressing these challenges. You will also attend to the application of relational/systemic ethics within organizations. Emphasis will also be placed on culturally competent methods for addressing organization conflict and dysfunction.

DMFT-8717 - Project Management and Strategic Planning

Semester Credits: 3 **Weeks:** 8
Organizations cannot thrive unless they have a vision or plan for their future. Strategic planning is a key competency of effective organizational leaders. In addition, part of organizational change involves successfully managing organizational projects—whether routine or facilitative of organizational change. The focus of this course is

twofold. You will address the components and process of strategic planning. In addition, you will examine the fundamentals of project management. In both of these endeavors, you will identify the value of sensitivity to culture and diversity, as well as systemic dynamics.

DMFT-8951 - DMFT Doctoral Practicum

Semester Credits: 3 **Weeks:** 12
This course provides DMFT students with an opportunity to engage in ongoing advanced therapeutic practice. Emphasis is placed on the continued development of therapy and assessment skills, theoretical integration, and personal growth. Because all students must have at least a master's degree in marriage and family therapy or related discipline to register for this course, we assume all students are at least minimally competent as clinicians. The emphasis in the DMFT Practicum is on continued growth, and development in professional identity as a doctoral level therapist. Students with an LMFT license (or equivalent) are not required to have an on-site supervisor. All other students must have an on-site supervisor. All students will participate weekly in the online supervision group, and students who are not LMFTs will also meet at least weekly with their on-site supervisor. All students must be clinically active throughout Practicum, though there are no specific hours requirements. All students must document what they actually do. If students are using the DMFT Practicum to work toward full licensure as LMFTs, they must be sure that they are also meeting the appropriate State regulatory board requirements for Associate license (or equivalent) supervision.

DMFT-8972 - Systemic Organizational Leadership Practicum

Semester Credits: 3 **Weeks:** 12
In this course you will have an opportunity to demonstrate your relational/systemic competence. Emphasis is placed on demonstrating organizational and leadership skills with diverse populations, advanced application of relational/systemic models, ethical decision-making, cultural humility, organizational conceptualization, and professional growth. A goal of the course is for you to consolidate, develop and enhance your identity as a relational/systemic practitioner in organizational contexts. In this course you will engage in professional discussions, share examples of your organizational and leadership skills, navigate person of the leader issues, and explore the landscape of systemic organizational leadership. You must be professionally active during the course and participate in weekly consultation.

DMFT-8981 - Relational/Systemic Doctoral Internship I

Semester Credits: 1 **Weeks:** 12
During this course you will carry out your internship contract by engaging in activities for 20 hours per week to advance your clinical, research, scholarly, and/or professional skills. You will meet weekly with a local supervisor/mentor who was chosen for their fit with your proposed internship activities. Your internship activities should reflect your program specialization. Towards the end of the course, you will submit the agreed upon deliverables for the internship experience, demonstrating progress on your own goals, as well as your growth relative to the learning outcomes for the course.

DMFT-8982 - Relational/Systemic Doctoral Internship II

Semester Credits: 1 **Weeks:** 12
During this course you will carry out your internship contract by engaging in activities for 20 hours per week to advance your clinical, research, scholarly, and/or professional skills. You will meet weekly with a local supervisor/mentor who was chosen for their fit with your proposed internship activities. Your internship activities should reflect your program specialization. Towards the end of the course, you will submit the agreed upon deliverables for the internship experience, demonstrating progress on your own goals, as well as your growth relative to the learning outcomes for the course.

DMFT-8983 - Relational/Systemic Doctoral Internship III

Semester Credits: 1 **Weeks:** 12
During this course you will carry out your internship contract by engaging in activities for 20 hours per week to

advance your clinical, research, scholarly, and/or professional skills. You will meet weekly with a local supervisor/mentor who was chosen for their fit with your proposed internship activities. Your internship activities should reflect your program specialization. Towards the end of the course, you will submit the agreed upon deliverables for the internship experience, demonstrating progress on your own goals, as well as your growth relative to the learning outcomes for the course.

DMFT-9901 - Doctoral Project Foundation

Semester Credits: 3 **Weeks:** 8
This course is designed to support engagement between the Doctoral Project Chair and a newly entering Dissertation Pathway Completion student. You will be required to incorporate any previous work to the NU doctoral project template. A completed CMP-9901 Doctoral Project Foundation Course Checklist and Doctoral Project Foundation Learning Agreement is required to pass this course successfully.

DCP-8001 - Scholarly Writing and Synthesis of Literature

Semester Credits: 3 **Weeks:** 12
This course builds upon previous doctoral coursework to assist you in creating a synthesized review of current, peer-reviewed literature focused on your eventual dissertation or applied doctoral project topic. You will develop effective literature search strategies. Techniques to synthesize and organize research literature will be addressed. You will practice scholarly writing skills reflecting a synthesis of divergent viewpoints and contrasting perspectives.

DCP-8002 - Designing Scholarly Research

Semester Credits: 3 **Weeks:** 12
Prerequisites: You will enroll in this course after successfully completing DCP-8001 - Scholarly Writing and Synthesis of Literature

In this course, you will develop a first draft of the evidence-based and aligned problem, gap, and purpose statements and align this with an appropriate methodology and design. At this stage, the aim is not to determine or approve your research proposal since this is ultimately a discussion between you and your chair. However, the work completed during 8002 could potentially serve as a starting point for writing your dissertation/applied doctoral project. This course is designed to continue to build upon prior doctoral-level research coursework and bridge you to the pre-dissertation prospectus.

DCP-8003 - Dissertation Intensive

Semester Credits: 2 **Weeks:** 6

This course allows maximum engagement and interaction between DCP faculty, support services staff, and cohort groups. You will develop a sense of urgency and strategies for being academically successful. The course allows you to find cohort members and allows faculty to teach strategies for success. You will learn to integrate work from other DCP bridge courses to help solidify your study design, methodology, and approach while formulating the information in the context of the available literature

Note: – Students should work with their Academic and Finance Counselor for scheduling the enrollment start date of the course to align and plan the travel requirements of the intensive session.

DIS-9100A - Components of the Dissertation

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapters 1 and 2 of their Dissertation Proposal. Chapter 1 includes a brief review of the literature with substantiating evidence of the problem, the research purpose and questions, the intended methodological design and approach, and the significance of the study, while Chapter 2 consists of the literature review, including the theoretical/conceptual framework. Completed and committee-approved (against the minimum rubric standards) Chapter 1 and Chapter 2 are required to pass this course successfully.

DIS-9100B - Components of the Dissertation Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapters 1 and 2 of their Dissertation Proposal. Chapter 1 includes a brief review of the literature with substantiating evidence of the problem, the research purpose and questions, the intended methodological design and approach, and the significance of the study, while Chapter 2 consists of the literature review, including the theoretical/conceptual framework. Completed and committee-approved (against the minimum rubric standards) Chapter 1 and Chapter 2 are required to pass this course successfully.

DIS-9100C - Components of the Dissertation Continued

Semester Credits: 3 **Weeks:** 12

In this course, you will complete Chapters 1 and 2 of your Dissertation Proposal. Chapter 1 includes a brief review of the literature with substantiating evidence of the problem, the research purpose and questions, the intended methodological design and approach, and the significance of the study, while Chapter 2 consists of the literature review, including the theoretical/conceptual framework. Completed and committee-approved (against the minimum rubric standards) Chapter 1 and Chapter 2 are required to pass this course successfully.

DIS-9100D - Components of the Dissertation Continued

Semester Credits: 3 **Weeks:** 12
In this course, you will complete Chapters 1 and 2 of your Dissertation Proposal. Chapter 1 includes a brief review of the literature with substantiating evidence of the problem, the research purpose and questions, the intended methodological design and approach, and the significance of the study, while Chapter 2 consists of the literature review, including the theoretical/conceptual framework. Completed and committee-approved (against the minimum rubric standards) Chapter 1 and Chapter 2 are required to pass this course successfully.

DIS-9200A - Completing the Dissertation Proposal

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapter 3 and their Dissertation Proposal (DP). Chapter 3 includes the research methodology and design, population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. Students will then assemble their Dissertation Proposal including all appendices necessary. A completed, committee-approved Chapter 3 and a final approved Dissertation Proposal (against the minimum rubric standards) are required by the end of the course.

DIS-9200B - Completing the Dissertation Proposal Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapter 3 and their Dissertation Proposal (DP). Chapter 3 includes the research methodology and design, population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. Students will then assemble their Dissertation Proposal including all appendices necessary. A completed, committee-approved Chapter 3 and a final approved Dissertation Proposal (against the minimum rubric standards) are required by the end of the course.

DIS-9200C - Completing the Dissertation Proposal Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapter 3 and their Dissertation Proposal (DP). Chapter 3 includes the research methodology and design, population, sample, measurement instruments, data collection and analysis, limitations, and ethical considerations. Students will then assemble their Dissertation Proposal including all appendices necessary. A completed, committee-approved Chapter 3 and a final approved Dissertation Proposal (against the minimum rubric standards) are required by the end of the course.

DIS-9200D - Completing the Dissertation Proposal Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapter 3 and their Dissertation Proposal (DP). Chapter 3 includes the research methodology and design, population, sample, measurement instruments, data collection and analysis,

limitations, and ethical considerations. Students will then assemble their Dissertation Proposal including all appendices necessary. A completed, committee-approved Chapter 3 and a final approved Dissertation Proposal (against the minimum rubric standards) are required by the end of the course.

DIS-9300A - Data Collection and Analysis

Semester Credits: 3 **Weeks:** 12
In this course, students will prepare, submit, and obtain approval of their IRB application. After obtaining IRB approval, students will collect data and submit a data collection verification form when data collection is complete. Students will begin synthesizing collected data and analyzing results. IRB study approval and a completed data collection verification form are required by the end of the course.

DIS-9300B - Data Collection and Analysis Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will prepare, submit, and obtain approval of their IRB application. After obtaining IRB approval, students will collect data and submit a data collection verification form when data collection is complete. Students will begin synthesizing collected data and analyzing results. IRB study approval and a completed data collection verification form are required by the end of the course.

DIS-9300C - Data Collection and Analysis Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will prepare, submit, and obtain approval of their IRB application. After obtaining IRB approval, students will collect data and submit a data collection verification form when data collection is complete. Students will begin synthesizing collected data and analyzing results. IRB study approval and a completed data collection verification form are required by the end of the course.

DIS-9300D - Data Collection and Analysis Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will prepare, submit, and obtain approval of their IRB application. After obtaining IRB approval, students will collect data and submit a data collection verification form when data collection is complete. Students will begin synthesizing collected data and analyzing results. IRB study approval and a completed data collection verification form are required by the end of the course.

DIS-9400A - The Dissertation Manuscript and Defense

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapters 4 and 5, followed by their Dissertation Manuscript. Chapter 4 includes presenting study results aligned to the research design and research questions and/or hypotheses. Chapter 5 includes study implications, recommendations, and conclusions. Students will then compile and present findings in the completed Dissertation Manuscript and in an Oral Defense. A completed, committee-approved Chapter 5, Dissertation Manuscript, and successful Oral Defense (against the minimum rubric standards) are required to complete the course and graduate.

DIS-9400B - The Dissertation Manuscript and Defense Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapters 4 and 5, followed by their Dissertation Manuscript. Chapter 4 includes presenting study results aligned to the research design and research questions and/or hypotheses. Chapter 5 includes study implications, recommendations, and conclusions. Students will then compile and present findings in the completed Dissertation Manuscript and in an Oral Defense. A completed, committee-approved Chapter 5, Dissertation Manuscript, and successful Oral Defense (against the minimum rubric standards) are required to complete the course and graduate.

DIS-9400C - The Dissertation Manuscript and Defense Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapters 4 and 5, followed by their Dissertation Manuscript. Chapter 4 includes presenting study results aligned to the research design and research questions and/or hypotheses. Chapter 5 includes study implications, recommendations, and conclusions. Students will then compile and present findings in the completed Dissertation Manuscript and in an Oral Defense. A completed, committee-approved Chapter 5, Dissertation Manuscript, and successful Oral Defense (against the minimum rubric standards) are required to complete the course and graduate.

DIS-9400D - The Dissertation Manuscript and Defense Continued

Semester Credits: 3 **Weeks:** 12
In this course, students will complete Chapters 4 and 5, followed by their Dissertation Manuscript. Chapter 4 includes presenting study results aligned to the research design and research questions and/or hypotheses. Chapter 5 includes study implications, recommendations, and conclusions. Students will then compile and present findings in the completed Dissertation Manuscript and in an Oral Defense. A completed, committee-approved Chapter 5, Dissertation Manuscript, and successful Oral Defense (against the minimum rubric standards) are required to complete the course and graduate.

DIS-9911A - Applied Doctoral Introduction

Semester Credits: 3 **Weeks:** 12
In this 12-week course, you will complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be able to take up to three supplemental 8-week courses to finalize and gain approval of Section 1.

DIS-9911B - Applied Doctoral Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be enrolled in DIS-9911C to finalize and gain approval of Section 1.

DIS-9911C - Applied Doctoral Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be enrolled in DIS-9911D to finalize and gain approval of Section 1.

DIS-9911D - Applied Doctoral Introduction Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 1: Foundation. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. Section 1 must be completed and approved by your committee in order to pass the course and move forward. If you do not receive committee approval of Section 1, you will be dismissed from the program.

DIS-9912A - Applied Doctoral Proposal

Semester Credits: 3 **Weeks:** 12
In this 12-week course, you will compose all relevant subsections of Section 2: Methodology and Design and

complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be able to take up to three 8-week supplementary courses to finalize and gain approval of Section 2 and your completed proposal.

DIS-9912B - Applied Doctoral Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to compose all relevant subsections of Section 2: Methodology and Design and complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be enrolled in DIS-9912C to finalize and gain approval of Section 2 and your completed proposal.

DIS-9912C - Applied Doctoral Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to compose all relevant subsections of Section 2: Methodology and Design and complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be enrolled in DIS-9912D to finalize and gain approval of Section 2 and your completed proposal.

DIS-9912D - Applied Doctoral Proposal Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to compose all relevant subsections of Section 2: Methodology and Design and complete your proposal. Both of these components must be approved by your committee in order to pass the course and move forward. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. If you do not receive approval of Section 2 and the complete proposal, you will be dismissed from the program.

DIS-9913A - Institutional Review Board (IRB) and Data Collection

Semester Credits: 3 **Weeks:** 12
In this course, you will prepare, submit, and obtain a determination from the Institutional Review Board (IRB) application before collecting data and, if applicable, executing your project modeling. You will also submit documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 12-week course, you will be able to take up to three supplemental 8-week courses to complete the required components.

DIS-9913B - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain a determination from the Institutional Review Board (IRB) before collecting data and, if applicable, executing your project modeling. You will also submit documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 8-week course, you will be enrolled in DIS-9913C to finalize and gain approval of the required components.

DIS-9913C - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain a determination from the Institutional Review Board (IRB) before collecting data and, if applicable, executing your project modeling. You will also submit

documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 8-week course, you will be enrolled in DIS-9913D to finalize and gain approval of the required components.

DIS-9913D - Institutional Review Board (IRB) and Data Collection Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to prepare, submit, and obtain a determination from the Institutional Review Board (IRB) before collecting data and, if applicable, executing your project modeling. You will also submit documentation that you have closed data collection. If you are still collecting data or modeling your project at the end of this 8-week course, you will be dismissed from the program.

DIS-9914A - Applied Doctoral Manuscript

Semester Credits: 3 **Weeks:** 12
In this 12-week course, you will complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be able to take up to three supplemental 8-week courses to finalize these requirements and be eligible to graduate.

DIS-9914B - Applied Doctoral Manuscript Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be enrolled in DIS-9914C to finalize these requirements and be eligible to graduate.

DIS-9914C - Applied Doctoral Manuscript Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be enrolled in DIS-9914D to finalize these requirements and be eligible to graduate.

DIS-9914D - Applied Doctoral Manuscript Supplemental

Semester Credits: 3 **Weeks:** 8
This course provides additional time for you to complete all relevant subsections of Section 3: Findings, Implications, and Recommendations, finalize your manuscript, and disseminate your findings. You will use your school-specific template and guidance from your chair to determine which subsections apply to your individual work. The final manuscript, which includes Section 3 and the dissemination of findings, must be approved by your committee in order to pass the course and be eligible to graduate. If you do not receive committee approval of all components, you will be dismissed from the program.

CMP-9601B - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to

candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701B - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701HR - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701L - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure you have mastered knowledge of your discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. You will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

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

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

CMP-9602E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

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

CMP-9603E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

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

will likely become the foundation of your dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9701E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completed all foundational, research, and specialization courses as required by program.

The doctoral comprehensive assessment is intended to give you the opportunity to demonstrate that you have mastered knowledge of your discipline and have the ability to design empirical research as an investigator before moving on to the dissertation research course work and earning candidacy status. You will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course. You will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9702E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completed all foundational, research, and specialization courses as required by program.

The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. Throughout this course, you will synthesize discipline-specific content with scholarly literature as you create a prospectus for a theoretically based research study focused on furthering knowledge in the field of education. Ph.D. research has a focus on contribution to theory, whereas EdD research focuses on addressing a researchable problem that has practical applications. The two are similar in that they both apply the scientific method to collect data, analyze data, and present results. However, the results are given greater emphasis in terms of theory for the Ph.D. In the Ph.D. degree, you will therefore conduct research that contributes to the broader discipline rather than a specific problem rooted in an applied, professional practice. This prospectus will likely become the foundation of your Ph.D. dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9703E - Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completed all foundational, research, and specialization courses as required by program.

The doctoral comprehensive assessment is your opportunity to demonstrate your preparation for entering the dissertation phase as a doctoral candidate. Throughout this course, you will synthesize discipline-specific content with scholarly literature as you create a prospectus for a theoretically based research study focused on furthering knowledge in the field of education. Ph.D. research has a focus on contribution to theory, whereas EdD research focuses on addressing a researchable problem that has practical applications. The two are similar in that they both apply the scientific method to collect data, analyze data, and present results. However, the results are given greater emphasis in terms of theory for the Ph.D. In the Ph.D. degree, you will therefore conduct research that contributes to the broader discipline rather than a specific problem rooted in an applied, professional practice. This prospectus will likely become the foundation of your Ph.D. dissertation. Note that you will take this course only after all foundation, specialization, and research courses have been completed.

CMP-9701HA - DHA Pre- Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
In this course, you will begin to assimilate the knowledge and skills gained throughout your program as you formulate your applied health administration/healthcare management dissertation project. Your faculty mentor for this course will also be your applied dissertation committee chair. Working in close collaboration with your Chair, you will develop the pre-candidacy DHA prospectus. The prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design an applied dissertation project as an investigator before moving on to the dissertation coursework. Students will demonstrate the ability to

synthesize empirical, peer-reviewed research to support all assignments in this course. A minimum B-grade is required to move to your Applied Doctoral Experience courses.

CMP-9611M - DMFT Portfolio I

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, in the beginning stage of your doctoral program, your academic, scholarly, clinical, and professional knowledge and skills. In this course, you will identify goals you will work to accomplish during the program as well as examine your personal and professional identity as a relational/systemic practitioner. You will refine your professional development plans and provide artifacts indicating you have acquired competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the doctoral project courses and may only be retaken once.

CMP-9612M - DMFT Portfolio II

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, in the middle of your doctoral program, your academic, scholarly, clinical, and professional knowledge and skills. In this course, you will identify goals you will work to accomplish during the program as well as examine your personal and professional identity as a relational/systemic practitioner. You will refine your professional development plans and provide artifacts indicating you have acquired competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the doctoral project courses and may only be retaken once.

CMP-9613M - DMFT Portfolio III

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, near the end of your doctoral program, your academic, scholarly, clinical, and professional knowledge and skills. In this course, you will identify goals you will work to accomplish during the program as well as examine your personal and professional identity as a relational/systemic practitioner. You will refine your professional development plans and provide artifacts indicating you have acquired competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the doctoral project courses and may only be retaken once.

CMP-9701M - Doctoral Portfolio I

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, in the beginning stage of your doctoral program, your academic, research, clinical, and professional knowledge and skills. In this course you will identify goals you will work to accomplish during the program, as well as provide artifacts indicating you have acquired competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the dissertation courses and may only be retaken once.

CMP-9702M - Doctoral Portfolio II

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, in the mid-point of your doctoral program, your academic, research, clinical, and professional knowledge and skills. In this course you will update your progress on the goals you are striving to accomplish during the program, as well as provide artifacts indicating you have acquired competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the dissertation courses and may only be retaken once.

CMP-9703M - Doctoral Portfolio III

Semester Credits: 1 **Weeks:** 4
The purpose of this course is for you to document, in the final stage of your doctoral program, your academic, research, clinical, and professional knowledge and skills. In this course you will update your progress on the goals you are striving to accomplish during the program, as well as provide artifacts indicating you have acquired

competencies in several key domains. This course must be successfully completed with at least a B grade prior to beginning the dissertation courses and may only be retaken once.

CMP-9701P - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9601CJ - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure you have mastered knowledge of your discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. You will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9601PA - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer-reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701CS - PhD Pre-Candidacy Prospectus for Computer Science

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

CMP-9701CY - PhD Cybersecurity Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
Prerequisites: Completion of courses in core sequence.

The Pre-Candidacy Prospectus course is intended to ensure students have mastered knowledge of their discipline within cybersecurity prior to doctoral candidacy status and are able to demonstrate the ability to design empirical research as an investigator before moving on to the dissertation research coursework. During this course, you will demonstrate the ability to synthesize empirical, peer-reviewed research to prepare for the dissertation sequence of courses. This course should be completed only after the completion of all foundation, specialization, and research courses.

CMP-9701DS - PhD Pre-Candidacy Prospectus for Data Science

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to doctoral candidacy status and are able to demonstrate the ability to design empirical research as an investigator before moving on to the dissertation research coursework. During this course, you will demonstrate the ability to

synthesize empirical, peer reviewed research to prepare for the dissertation sequence of courses. This course should be completed only after the completion of all foundation, specialization, and research courses.

CMP-9701T - Pre-Candidacy Prospectus

Semester Credits: 3 **Weeks:** 8
The Pre-Candidacy Prospectus is intended to ensure students have mastered knowledge of their discipline prior to candidacy status and demonstrated the ability to design empirical research as an investigator before moving on to the dissertation research coursework. Students will demonstrate the ability to synthesize empirical, peer reviewed research to support all assignments in this course. The Pre-Candidacy Prospectus is completed only after all foundation, specialization, and research courses have been completed.

ECE-5000 - Foundations of Early Childhood Education

Semester Credits: 3 **Weeks:** 8

In this foundational course, you will explore early childhood education from multiple perspectives. These roles will include the role of the contemporary early childhood educator and social, economic, and political factors influencing the field, particularly diversity, equity, and inclusion. You will examine theories, research, and internationally recognized standards of quality in early childhood education. You will emerge from the course equipped with a useful overview with which to pursue the remaining courses in the specialization.

ECE-5002 - Growth and Development of Young Children

Semester Credits: 3 **Weeks:** 8
Students will explore theories and research related to early childhood development. Specifically, the intellectual, social, emotional, and physical growth and development of infants, toddlers, and young children will be examined. Implications center on the construction of developmentally appropriate early childhood education instructional programs. Multicultural and anti-bias issues in early childhood settings are also introduced. Students will better understand culturally relevant methods for working with children and their families.

ECE-5003 - Administration of Early Childhood Programs

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on the administrative development and implementation of early childhood programs for a variety of age groups and purposes. Curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures, and state guidelines/regulations are also addressed. Skills are gained through practical application of these topics.

ECE-5005 - Children and Families in a Diverse Society

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze strategies for engaging and communicating with diverse families, guardians, and caregivers of the young child. You will also investigate the development of identity in early childhood and explore culturally responsive, anti-bias attitudes and beliefs in early childhood settings.

ECE-5007 - Children's Literature

Semester Credits: 3 **Weeks:** 8
In this course, you will examine effective strategies for using literature to support emerging literacy skills. You will consider a variety of criteria for selecting high-quality literature in all genres for infants, toddlers, preschoolers, and primary age children. You will also explore how families and communities support literacy acquisition. Upon completion of this course, you will have a comprehensive understanding of high-quality children's literature and its use as a teaching tool for literacy development in educational settings from infancy to age 8.

ECE-5009 - Early Childhood Education Capstone

Semester Credits: 3 **Weeks:** 8
This capstone course represents the culmination of your work in the early childhood specialization. In this course,

you will reinforce what you have learned about relevant theories, contexts, leadership, and national standards for early childhood education. You will then demonstrate your learning through the creation of an early childhood education program. Throughout the course, you will consider relationships with all stakeholders, including the children, caregivers, communities, and professional colleagues

ECE-7002 - Topics in Early Childhood Growth, Development, and Educational Programs

Semester Credits: 3 **Weeks:** 8
In ECE-7002, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.

ECE-7005 - Early Childhood Curriculum and Assessment

Semester Credits: 3 **Weeks:** 8
In this course, students explore the theory, research, and trends related to the curriculum and assessment of young children enrolled in early childhood education programs. Developmentally appropriate early childhood lesson plans and activities will be explored and analyzed. Standardized and classroom assessments will be researched and evaluated.

ECE-7007 - Early Childhood Literacy and Literature

Semester Credits: 3 **Weeks:** 8
In this course, students will discuss literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Emphasis will be placed on writing, spelling, and literacy development; motivating reading and writing; language and vocabulary development; the importance of family literacy partnerships; and analyzing, selecting, and responding to children's literature.

ECE-7009 - Families, Communities, and Schools as Partners in Early Childhood Education

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on the development of partnerships between early childhood educators, families, and communities. Encouraging involvement and communicating with families and communities in early childhood education programs will be researched and analyzed. Topics include child abuse, child advocacy, formulating effective strategies for working with families of special needs children, and societal trends and issues specific to diversity.

ECE-7010 - Principles of Early Childhood Education

Semester Credits: 3 **Weeks:** 8
This course presents an overview of early childhood education, which includes children from Pre-K through Grade Three. You will explore the basic tenets, theories, and standards relevant to the field, particularly developmentally appropriate practices and principles of diversity, equity, and inclusion. The important role of parents, caregivers, and communities is also discussed. This course should be the first in the course sequence If you are pursuing a specialization or post-master's certificate in early childhood education.

ECE-7030 - Topics in Early Childhood Program Administration

Semester Credits: 3 **Weeks:** 8
The focus of this course is the administration of early childhood programs. You will examine program models, relevant theories, state expectations, educator competencies, and the role of leadership in developing and implementing early childhood programs. You will pay particular attention to diversity, equity, and inclusion in

program administration. Finally, you will demonstrate your ability to formulate administrative plans that synthesize your learning.

ED-5001 - Contemporary Issues in Education

Semester Credits: 3 **Weeks:** 8
In this Master's level course, students will examine the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal and professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues, the effects the issues have on the profession, and can formulate a personal response to the issues.

ED-5008 - Teaching Diverse Students

Semester Credits: 3 **Weeks:** 8

This course addresses the meaning and importance of diversity within the school environment, with an emphasis on adapting instruction to meet the unique needs of diverse students. Additional supporting topics include understanding issues related to multicultural education as well as the roles of teachers, school administrators, parents, and the broader community in cultivating a positive school culture and reducing achievement gaps.

ED-5012 - Leadership in Educational Organizations

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

ED-5013 - School Finance

Semester Credits: 3 **Weeks:** 8
In this course, students will develop practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

ED-5015 - School Safety

Semester Credits: 3 **Weeks:** 8
In this course, students will be introduced to a set of standards that educators can use to evaluate their school's safety plan and procedures. The course also addresses several theoretical perspectives through which students can come to understand school safety. Topics include: positive cultures and climates, emergency/crisis management plans, bullying, safety partnerships, and strategic safety planning.

ED-5016 - Instructional Supervision and Leadership

Semester Credits: 3 **Weeks:** 8
The purpose of this course is to examine the theoretical framework and practical applications of instructional leadership within the economic, social, political, and educational context of schooling. This course proposes a concept of supervision and leadership designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual needs. Emphasis is placed upon you gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

ED-5022 - Educational Policies and Practices

Semester Credits: 3 **Weeks:** 8

In this Master's level course, students will focus on research and theory in developing effective schools. Topics include aligning contemporary educational practice with Interstate School Leaders Licensure Consortium Standards, collaboration, communication, decision-making, and conflict management. Students explore current educational trends in policy and practice to promote the establishment of effective educational climates for teaching and learning.

ED-5023 - Multicultural Relationships in Educational Organizations

Semester Credits: 3 **Weeks:** 8

The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course, you will explore multicultural relationships from multiple perspectives within educational organizations. These perspectives include historical and legal events, characteristics of culture, and the role of culture in learning. You will also examine diversity, equity, and inclusion as interconnected aspects of multicultural education.

ED-5029 - Measurement and Assessment in Education

Semester Credits: 3 **Weeks:** 8

In this course, students will acquire the fundamental concepts, principles, and techniques of educational measurement and classroom assessment. Students acquire competence in the planning and development of informal classroom assessments and the evaluation of standardized tests. Topics include: criterion-referenced tests, norm-referenced tests, informal observations, portfolios, and alternative means of assessment.

ED-5031 - Policy and Politics in the Administration of Education

Semester Credits: 3 **Weeks:** 8

Students enrolled in this course will explore the latest in research in the politics and policies in education. Special emphasis is placed on governance, curriculum and standards, accountability, community relations, finance, and school choice. Students will address topics in this class such as how to interact with business leaders, local institutions of higher education, boards of education and community leaders, parents, and other stakeholders. Internal and external issues such as relationships with colleagues and team members will also be explored.

ED-5034 - School Community Relations

Semester Credits: 3 **Weeks:** 8

In this course, students will be introduced to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to assist educational leaders as they strive to instill public confidence in community schools, improve school quality, and improve student learning.

ED-5040 - Leadership for Learning Communities

Semester Credits: 3 **Weeks:** 8

In this course, students will explore current and future leadership strategies and current trends and issues. Students will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change. Topics include: change theory, change agents, and leadership in learning organizations.

ED-5042 - Intercultural Communication

Semester Credits: 3 **Weeks:** 8

In this course, students will examine communication theory, cultural history, cultural identity, worldviews, and values. Topics include intercultural communication, stereotypes, nonverbal communication, workplace communication, cultural structure, and diversity.

ED-5044 - Technology and a Vision for the Future

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

ED-5045 - Technology and a Vision for the Future - MEd

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

ED-5100 - Scholarly Writing and Using Research

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

ED-5204 - Ethics in Sport

Semester Credits: 3 **Weeks:** 8
Sport is big business, from elite professional leagues to big-time college athletics - and even down at the smaller local level. Sport plays a major role in American society, even for individuals who are not sport enthusiasts. In this course, you will explore ethics and morality in the context of sport. You will consider the moral and ethical challenges that exist across the field of sport as well as the value of professional codes of conduct in promoting ethical and moral practice. You will also be prepared to respond to ethical and moral issues in recent and future events.

ED-6500 - MEd Capstone

Semester Credits: 3 **Weeks:** 8
This course represents the culmination of your master's degree. In this course, you will synthesize the knowledge, skills, and attitudes developed throughout your program into a proposal that addresses an identified need in an organization related to your specialization. Within your selected organization, you will identify, examine, and justify a specific need or problem. Using your recently developed competencies, you will propose a practical, comprehensive solution to mitigate the need or problem.

ED-6600 - MEd-EdL Capstone

Semester Credits: 3 **Weeks:** 8
This course represents the culmination of your master's degree. In this course, you will synthesize the knowledge, skills, and attitudes developed throughout your program into a proposal that addresses an identified need in an organization related to your specialization. Within your selected organization, you will identify, examine, and justify a specific need or problem. Using your recently developed competencies, you will propose a practical, comprehensive solution to mitigate the need or problem.

ED-7005 - Language Arts and Reading

Semester Credits: 3 **Weeks:** 8
In this course, students are introduced to research-based instruction that effectively prepares each candidate to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts. A balanced approach to reading/language arts instruction includes explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds.

ED-7015 - Safety Issues for Educators

Semester Credits: 3 **Weeks:** 8
The content of this doctoral level course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include: school safety, crisis management, intervention plans and community safety partnerships.

ED-7017 - Systems Dynamics

Semester Credits: 3 **Weeks:** 8

In Systems Dynamics, doctoral students will explore the knowledge, skills, values and attitudes needed to manage public service organizations strategically. Using a systems theory perspective, students will examine organizational structures and processes for organizational change. In this course, students will be prepared to be current and future managers of public educational organizations in leadership roles.

ED-7053 - Education Specialist Capstone Project

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

EDU-5000 - Foundations for Graduate Study in Education

Semester Credits: 3 **Weeks:** 8
The foundational course is designed to give you an introduction to the field of education with particular emphasis on information literacy and graduate-level skills such as self-reflection, time-management, academic integrity, effective use of the University Library, comprehensive understanding of complex scholarly texts, and critical writing. You will complete the course with a roadmap to navigate your way to the completion of your educational aspirations through research.

EDU-8050 - Foundations of Advanced Graduate Study and Research

Semester Credits: 3 **Weeks:** 8
This foundational course will introduce you to the concepts and practices of advanced graduate study. You will examine concepts and expectations of advanced graduate study and academic integrity as well as investigate best practices of scholarship and research. You will explore university resources and supports associated with student success, including technologies for learning and research. You will also evaluate the program process and requirements for success. Finally, you will advocate for self-care and reflection during your studies.

EDU-8060 - Foundations of Academic Writing, Conceptual & Theoretical Frameworks

Semester Credits: 3 **Weeks:** 8
Academic writing is at the heart of scholarly writing. How you explore and navigate your topic of interest is both a personal and professional matter. In this course, you will integrate effective research and writing skills, and evaluate standards of academic writing, honesty, and integrity. Literature and writing are closely related, so this course also offers you a first chance to examine the elements of conceptual and theoretical frameworks and critique the role of supporting literature and inquiry with conceptual and theoretical frameworks. Finally, you will synthesize the frameworks commonly used in educational research.

EDL-5004 - School Law

Semester Credits: 3 **Weeks:** 8
Students in educational leadership roles need a working knowledge of school law, especially as it pertains to the rights of students and teachers. Concepts addressed in this course focus on a history of the legal system and the federal government's role in setting public school policy. Topics include student rights regarding free speech, search

and seizure, due process, and discipline. Policies regarding teacher certification, academic freedom, due process rights, anti-discrimination, and employment considerations will also be addressed. The course "School Law" is critical to understanding the basic structure and guidance that governs school boards, schools, administrators, teachers, and students.

EDL-5013 - School Finance

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

EDL-5033 - School Based Leadership

Semester Credits: 3 **Weeks:** 8
In this course, students are provided the leadership concepts and skills needed to be dynamic, innovative, and adaptive school leaders. Activities include: developing a culture that promotes student-centered schools, sharing the responsibility of leadership, creating authentic learning communities, and exploring leadership from a shared - school based leadership perspective.

EDL-5035 - Supervision of Curriculum

Semester Credits: 3 **Weeks:** 8
This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also provides students with the skills and knowledge required to examine, review, evaluate, and select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals.

EDL-7040 - Leadership in Instructional Technology

Semester Credits: 3 **Weeks:** 8
In this course, students will explore a leadership role involving the integration of technology within instructional practices by teachers. As the use of technology by students continues to advance and has often become a preferred method for their interaction and learning, educational leaders need to ensure teachers are effectively integrating technological advances as facilitators for student achievement. Topics will involve understanding technology integration trends, supporting teachers to effectively integrate technology within their instructional practices, developing technology integration evaluation criteria, and supporting parents with technology integration for student learning at home.

EDL-9000 - Educational Leadership Theories

Semester Credits: 3 **Weeks:** 8
In this foundational course, you will examine major theories and practices of organizational development and improvement in educational settings. You will also critique educational leadership competencies related to ethical behavior in educational organizations and synthesize various leadership theories using an educational approach to leadership. Finally, you will utilize educational leadership theories as they apply to real-world leadership situations in education and explore self-evaluation and personal reflection techniques supportive of leadership improvement within educational organizations.

EDL-9100 - Leadership for Diversity, Equity, Inclusion, and Social Justice

Semester Credits: 3 **Weeks:** 8
In this course, you will review current literature and theories related to diversity, equity, inclusion, and social justice. You will also relate knowledge and personal experiences, and examine the educator dispositions necessary for

effective diversity, equity, inclusion, and social justice practices. Finally, you will justify the role of and recommend practices for diversity, equity, inclusion, and social justice in the context of educational leadership.

EDL-9200 - Leadership, Supervision, and Personnel in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course, you will explore models of supervision and evaluation of personnel and analyze policies and practices supporting diversity and inclusion in PK-12 settings. Additionally, you will determine the effects of culture on interpersonal and group communication and evaluate policies and programs for effectiveness. Finally, you will evaluate the role of leadership in managing change and conflict and examine strategies for talent development of instructional and organizational leadership.

EDL-9300 - Legal Issues in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course about legal issues in education, you will explore legislation and regulation in PK-12 education and evaluate institutional liability and risk management policies. You will investigate procedural due process and administrative remedies policies and explain the implications of different status such as PK-12 public, private, charter, for-profit, non-profit schools, and homeschooling. Finally, you will synthesize education case law supporting diversity in the workplace.

EDL-9400 - PK-12 Curriculum, Instruction, and Assessment

Semester Credits: 3 **Weeks:** 8

In this course, you will learn to evaluate leadership skills for effective instructional planning and critique professional learning strategies for curriculum, instruction, and assessment in PK-12 environments. You will examine trends in instructional leadership and curriculum development as well as how to analyze data-driven decision-making processes for continuous improvement. Finally, you will recommend assessment practices for and of learning and review multi-tiered systems of support in PK-12 environments.

EDL-9500 - Innovation for Change in Educational Organizations

Semester Credits: 3 **Weeks:** 8
In this course, you will determine the conditions necessary for innovation as well as recommend change theories to promote innovation in educational organizations. You will assess major barriers to and opportunities for change. You will also critique organizational resources to promote innovation and change. Finally, you will evaluate the effects of culture and climate and advocate for ethical decision-making practices in organizational innovation and change.

EDL-9600 - Policy Development & Implementation in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the relationships among policy, leadership, accreditation and research and critique the processes related to operations and policy development in PK-12 education. You will evaluate the impact of educational policies on school operations and practices and synthesize how the policies and practices facilitate effective school performance. Finally, you will evaluate methods for strategic planning and policy implementation in PK-12 education.

EDL-9700 - Finance & Budgeting in PK-12 Education

Semester Credits: 3 **Weeks:** 8
In this course, you will assess components of funding formulas and critique budgeting and auditing processes in PK-12 education. You will review categorical funding policies and explain fiscal accountability in PK-12 education. Finally, you evaluate funding challenges and recommend sources of grant funding for initiatives in PK-12 education.

EDR-8200 - Scholarly Literature Review

Semester Credits: 3 **Weeks:** 8
During this course, you will develop effective search and scholarly writing strategies to create a scholarly review of literature. This course emphasizes how to: (a) use effective literature search strategies; (b) develop a scholarly synthesis of research literature; (c) organize research literature around identified research themes, including a study problem, purpose, and theoretical perspectives for an empirical research study; and (d) focus on developing a scholarly exposition that reflects divergent viewpoints and contrasting perspectives. The overarching goal of this course is for you to understand strategies to survey scholarly empirical and theoretical literature to avoid bias, focus on educational practice-based research problems, and address the required components of a scholarly literature review.

EDR-8201 - Statistics I

Semester Credits: 3 **Weeks:** 8
This course offers foundational knowledge to become a critical consumer of statistical-based research literature. The emphasis will be on understanding non-inferential and inferential statistical concepts, the conventions of quantitative data analysis, interpretation, and inferences from statistical results. Statistical computations will be completed using statistical software applications for quantitative data analysis. The course culminates in a synthesis project to demonstrate statistical skills and aligned with APA guidelines for presentation of statistical results.

EDR-8202 - Statistics II

Semester Credits: 3 **Weeks:** 8
You will learn advanced statistical principles and how to apply them to quantitative research. You will be provided an overview of advanced statistical concepts used in empirical research, including inferential analyses. Advanced computations will be performed using SPSS. The focus involves helping you build independent scholarly skills with an emphasis on understanding multivariate data; the use, comprehension, and evaluation of sophisticated statistical concepts; and presentation of statistical results.

EDR-8206 - Applied Qualitative Analysis

Semester Credits: 3 **Weeks:** 8
This course builds on a foundational understanding of qualitative designs and measurements to focus on analyses of the data. The weekly exercises take you deeper into the skills and techniques necessary to ensure the appropriate analyses of qualitative data, including integrating relevant frameworks and selecting suitable methods to organize and present the analyses and findings. In your dissertation study, you will be expected to describe in detail your analytic approach and explain clearly how you got from your raw data to your conclusions. This transparency is essential to enhance the trustworthiness of your study. Throughout the course, all of the qualitative analysis components (theoretical, conceptual, and practical) are explored in preparation for the dissertation research process.

EDR-8300 - The Research Process

Semester Credits: 3 **Weeks:** 8
In this introductory research course, you will explore the underpinnings of the research process, examine research paradigms, and investigate theoretical and practical foundations of qualitative and quantitative research methodologies used within educational research. You will identify criteria for the development of a quality research study that is ethical, accurate, comprehensive, cohesive, and aligned. Specific course topics will involve the ethics of conducting research; data collection and analysis techniques; and issues of feasibility, trustworthiness, validity, reliability, generalizability or transferability, and rigor. This course is intended to familiarize you with concepts and skills associated with conducting theoretical and applied research.

EDR-8400 - Advanced Qualitative Methodology and Designs

Semester Credits: 3 **Weeks:** 8
This course focuses on qualitative research methodology and designs and the methods used to collect and analyze data in educational research. You will examine the principles of qualitative research and explore commonly used designs (also referred to as qualitative traditions or genres) with a focus on application and feasibility. Qualitative

data collection and analysis methods will be examined for their suitability with regard to the research design selected. Alignment between qualitative designs and research methods, issues of trustworthiness pertaining to qualitative research, and the role and responsibilities of the qualitative researcher will also be explored.

EDR-8500 - Advanced Quantitative Methodology and Designs

Semester Credits: 3 **Weeks:** 8
This course explores the quantitative research methodology and associated designs and methods. You will examine paradigmatic perspectives along with the tenets and conventions of quantitative research. This examination of designs and methods will include topics such as feasibility, validity, reliability, variable operationalization, inferential designs, and analytic software applications used within the quantitative research paradigm. You will also explore the components of aligned and coherent quantitative research designs that support meaningful research within the field of education.

EDR-8501 - Introduction to Multi-Level Modeling

Semester Credits: 3 **Weeks:** 8

Prerequisites: EDR-8201, EDR-8202, EDR-8300, EDR-8500

In this advanced statistics course, you will be introduced to multilevel modeling. You will examine the six types of multilevel data as collected in education and engage with common types of multilevel modeling. You will also investigate statistical theory of multilevel modeling as applied in education and cultivate knowledge of statistical concepts underlying methods of multilevel modeling. Finally, you will discern between myth and important rules and techniques of multilevel modeling in research in making decisions related to the use of multi level modeling and utilize multilevel modeling analyses to draw meaningful conclusions from the results.

EDR-8502 - Introduction to Instrumentation and Psychometrics

Semester Credits: 3 **Weeks:** 8
Prerequisites: EDR-8201, EDR-8202, EDR-8300, EDR-8500

In this course, you will examine the concepts related to psychometrics. You will identify concepts related to the development of an instrument (i.e., concept identification, standardized instruments), and critique published studies for reliability and validity, and quality of instrument development. Then, you will engage in item construction and conduct reliability and validity testing. Finally, you will examine confirmatory factor analysis (CFA) and exploratory factor analysis (EFA).

PSY-6115 - Psychology of Learning

Semester Credits: 3 **Weeks:** 8
This course addresses learning and learning theory in a variety of contexts. Basic learning principles are explained, including behaviorist and cognitive approaches. Learning is considered as it impacts behavior change and as it takes place in the classroom, in problem solving for community or civic problems, and in electronically mediated social learning. The special ways that learning occurs in later ages are also examined.

PSY-6803 - Gifted and Talented Education for Diverse Populations

Semester Credits: 3 **Weeks:** 8
Working with children and families who have diverse developmental and learning needs requires not only a deep understanding of and respect for the individual child, but also research-based knowledge. Theories of giftedness, talent development, instructional strategies, diversity and technological issues, implications for educational practices and psychological inquiry. In this course, students will develop and assess practical strategies and tools needed in educational settings to plan curriculum, teach, assess and if necessary, refer young children. Using the child's unique characteristics, students will learn to help create supportive, challenging, and experiences environments.

ESL-5001 - Foundations of Instruction for Non-English Language Background Students

Semester Credits: 3 **Weeks:** 8
This master's level course establishes the rationale for English as a second language and bilingual education, preparing reflective practitioners and educational leaders to address issues and concerns critically and analytically in the classroom. It provides a comprehensive survey of bilingual/ESL strategies for students with a non-English language background while expanding the student's understanding of best educational practices. Students will explore models of bilingual education and language development.

ESL-5003 - Assessment of Linguistically Diverse Students

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the assessment of linguistically diverse students, particularly assessment of their English language proficiency and multiple measures for academic assessment of reading comprehension and mathematical proficiency. Both formal and informal assessments will be reviewed, including modifications, portfolios, and graphic organizers.

ESL-5005 - English Language Learning

Semester Credits: 3 **Weeks:** 8
In this course, students gain knowledge of traditional and current identification and assessment practices in bilingual and English as a Second Language (ESL), and English for Speakers of Other Languages (ESOL) in education. The course also analyzes and synthesizes methods and techniques for language, academic assessment, and placement through speaking, reading, interpersonal, and technology of linguistically diverse students in English and native language.

ESL-5006 - Instructional Methodologies for English Language Learning

Semester Credits: 3 **Weeks:** 8
This course focuses on instructional strategies and methodologies for learners of the English language. You will discriminate among the requirements for teaching oral communication versus written communication and then analyze the principles and instructional methods appropriate for instruction to diverse learners of the English language. You will analyze the influences of multiple demographic variables, including multiple sociocultural characteristics. By the end of the course, you will be prepared to recommend instructional accommodations and develop sheltered content across multiple curricular areas.

ESL-7100 - Second Language Foundations

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze how learning a new language differs from learning a first language, including how learner experiences and processes that occur during second language acquisition. As you examine theories related to second language acquisition, you will also consider the role of reading, writing, speaking, and listening skills in acquiring the second language. You will assess best practices and principles in various learning environments and create instructional plans and materials based on those principles.

ESL-7200 - Teaching English Language Learners

Semester Credits: 3 **Weeks:** 8
This course offers a deeper exploration of theories, models, practices, and strategies related to teaching English language learners. You will consider knowledge and skills related to the acts of listening, speaking, reading, and writing English and develop sheltered content lessons for diverse learners. Given the collaborative nature of teaching, you will also assess opportunities to collaborate with other professionals around effective instruction for English language learners. Throughout the course, you will consider diversity, equity, and inclusion as you design culturally responsive instructional materials and accommodations.

ESL-7300 - Assessing Diverse Learners

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the assessment of diverse English language learners in various educational contexts

with consideration for the perspectives of leader-practitioners and research scholars. Your exploration will include assessment differences, tools, and strategies for assessment in both language learning and content-area learning contexts. You will also evaluate the role of technology in the assessment of diverse English language learners as well as examine the roles of teachers and other professionals in the evaluation and accountability of English language learning services and programs.

ESL-7400 - Developing Curriculum for English Language Learners

Semester Credits: 3 **Weeks:** 8
In this course focused on developing curriculum for English language learners, you will explore frameworks for curriculum development, including the development of unit plans for both content area and language learning outcomes related to reading, writing, listening, and speaking English. You will also consider strategies for differentiating curricula and evaluate standards and guidelines related to proficiency outcomes for English language learners.

ESL-7600 - Issues in ELL Education

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze historical contexts for English language learning as well as the current political, social, and educational implications of teaching English language learners. You will consider research regarding the education of students from culturally and linguistically diverse backgrounds as well as different ways within the learning environment to affirm students' cultural identities. Along the journey, you will also evaluate strategies for teaching English language learners within contexts of English as a foreign language, English as a second language, and bilingual education contexts.

ENT-5000 - Innovation - The Entrepreneur and Intrapreneur

Semester Credits: 3 **Weeks:** 8
This is the initial course in the entrepreneurship specialization and serves as the prerequisite for all future courses within the specialization. Prior to the start of this course, it is recommended that students enter the course with a well thought out product or service venture. Students will explore many facets of the potential venture to include new venture feasibility, an analysis of strengths, weaknesses, opportunities and threats (SWOT), and identification of potential investors to determine if the new venture is needed within the marketplace.

ENT-5001 - Strategic Market Assessments

Semester Credits: 3 **Weeks:** 8
In this course, you will learn how to identify and analyze internal and external factors affecting the development of effective marketing strategies in both a domestic and global marketplace for a new venture. This will include but is not limited to, governmental, business, technological, and political challenges and opportunities that exist when operating within emerging national and international markets. You will assess market conditions, economic history, and tradition as they relate to competitive advantage. You will apply research-based marketing strategies and delve into the advanced exploration of current topics, marketing of innovations for early-stage technologies, the entrepreneurial dimensions of market research and analysis, intellectual property protection and management, and other potential new market topics for meeting stakeholder and investor needs. Finally, you will design a marketing plan for generating support and allocation of resources and will evaluate marketing situations for the ethical and legal operation of a new venture in a domestic and international setting.

ENT-5002 - New Venture Formation

Semester Credits: 3 **Weeks:** 8
The formation of a new venture is an evolutionary process which requires research, analysis, assessment, and reevaluation of a new product or service in a competitive environment. Students will assess various leadership styles and how the styles might enhance venture performance. Students will examine the many business models available and determine how the models may possibly be incorporated into the new venture plan. A cursory analysis of personnel to define needs for skill types and sets will also be performed. Students will evaluate funding and

financing options as well as market strategies based on an initial competitive analysis of the marketplace. At the conclusion of the course, students will have completed steps to solidify and clarify their new venture plan through research and analysis.

ENT-5003 - Venture Capital and Private Equity

Semester Credits: 3 **Weeks:** 8
You will develop a plan to research, identify, and acquire the financial resources required for successfully funding a new entrepreneurial or intrapreneurial venture. Funding the new venture will require students to examine business valuation, deal development, dept planning and structure, and the acquisition of venture capital from government agencies (Small Business Administration for example) or interested investors. A clear and succinct plan for funding the new venture will be paramount to the successful acceptance of the new venture business plan by interested parties such as investors, stakeholders, bankers, or angel funds. Upon completion of the course, students will have a detailed financial plan that can be presented to investors and other interested parties.

ENT-5100 - Foundations of Entrepreneurship

Semester Credits: 3 **Weeks:** 8
This course gives the student an overview of the entrepreneurial process. In this course the student will look at entrepreneurship as a mindset—a way of looking at things differently that is opportunity-focused and creative. Topics covered include characteristics of successful entrepreneurs, techniques for finding and screening ideas, entrepreneurial finance, the politics of new ventures, valuation and deal making, understanding writing a business plan and business canvas model, buying a business, family business/ lifestyle business dynamics, and managing crisis and failure. The student will learn the fundamentals and challenges of entrepreneurship - from conceptualizing new ventures and opportunities to developing and managing them.

ENT-5105 - Ideation and Opportunity Identification

Semester Credits: 3 **Weeks:** 8
In this course, students will apply the principles of entrepreneurship or intrapreneurship toward the formation of a new venture. Students will evaluate business plan structures to determine the best approach to support a new venture. Students will then select business practices for efficiency of operation for the new venture. Next, they will evaluate the feasibility of the new venture utilizing the University Small Business Incubator community. Documenting strengths, weaknesses, opportunities, and threats (SWOT analysis) will follow. Finally, the student will determine timelines, presentations, and other deliverables for potential investors or stakeholders.

ENT-5110 - Environmental Analysis

Semester Credits: 3 **Weeks:** 8
In this course the student will investigate the concepts and methods for an environmental analysis in entrepreneurial environmental problem-solving. The student will prioritize concepts and methods of economic, political, and social analysis for the design and evaluation of environmental opportunities and problems. The student will critique the roles and identities of business owners and the various roles played in an interconnected world. the student will classify the transnational character of environmental problems and ways of addressing them within a new venture. Finally, the student will assess the relevant environmental issues and the links between success and failure in a new or growing venture.

ENT-5115 - New Venture Resource Development and Analysis

Semester Credits: 3 **Weeks:** 8
In this course the student will recommend a list of new venture resources, analyze strategic choices for new venture resources, evaluate challenges relating to the acquisition and management of necessary resources for new ventures. The student will validate a strategy for developing tools and skills with growth of a new venture. Finally, the student will demonstrate proficiency in searching for and locating resources needed at different stages of venture creation and operational efficiency.

ENT-5120 - Financial Management

Semester Credits: 3 **Weeks:** 8
In this course the student will examine the value of budgets in new venture creation and growth. The student will assess the steps in creating and managing the budget processes for organizational efficiency and agility. The student will apply effective techniques for managing money in business software applications. The student will prepare monthly financial reports and conduct analysis of costs and their associated benefits. The student will also audit common money management mistakes of early business development and operation.

ENT-5125 - Business Plan Creation

Semester Credits: 3 **Weeks:** 8
In this course the student will analyze how a business plan helps companies make decisions with the future in mind. The student will explore the difference between a business plan and a business canvas model and then diagram the parts of a business plan. The student will next develop a business plan and then validate the use of a business plan for ensuring success and meeting stakeholder needs.

ENT-5130 - Legal Structure and Organization

Semester Credits: 3 **Weeks:** 8
In this course the student will illustrate the most common types of legal structures available to startups. The student will dissect the most common legal errors made by startups and in early operation. The student will assess how legal considerations can add value to entrepreneurial ventures. Next the student will explore Intellectual Property and how it affects entrepreneurs and their decisions. Then the student will assess the impact of Intellectual Property theft in a local and global market. Finally, the student will document the legal requirements of hiring employees for startup, growth, and organizational agility to meet stakeholder needs.

ENT-5135 - Entrepreneurial Strategy and Decision Making

Semester Credits: 3 **Weeks:** 8
In this course the student will document an entrepreneurial business strategy for startup and growth. The student will explore the function of the entrepreneur in successful, commercial application of innovation. The student will investigate personal attributes that impact entrepreneurial decision making for agility and change. The student will also evaluate entrepreneurial leadership and management styles concerning strategy and decision making. Finally, The student will examine the nature of entrepreneurship thinking from startup to expansion in a constantly changing business environment.

ENT-5140 - Pricing, Marketing, and Expansion

Semester Credits: 3 **Weeks:** 8
In this course the student will investigate the contribution of marketing to a business. The student will justify the use of primary and secondary sources of information for marketing data while identifying the advantages and disadvantages of each. The student will apply the four steps of target marketing: mass marketing, market segmentation, concentrated marketing, and micro market toward competitive advantage. The student will also dissect the stages of the product life cycle in the competitive market environment addressing the importance of measuring return on marketing investment. Finally, the student will critique types of consumer buying behaviors and the stages of buyer decision making processes as they relate to the components of the marketing mix.

ENT-5200 - Capstone

Semester Credits: 3 **Weeks:** 8
In this capstone course the student will demonstrate an entrepreneurial mindset through the creation of a prototype for a new business opportunity from market analyses. The student will analyze other businesses and indicators for the success of your new venture. The student will demonstrate collaborative opportunities for your new venture. The student will explain the marketing concept of your new venture and then optimize your business plan with an Incubator.

FIN-5012 - Corporate Finance

Semester Credits: 3 **Weeks:** 8
This course examines the most important components of corporate finance. The course starts with an examination of the financial statements and the related financial ratios. The financial statements include the balance sheet and the income statement while the financial ratios make use of financial statement metrics to assess such issues as profitability, short term solvency, management of current accounts and debt structure choices. The course then studies some fundamental concepts on using present value and future value to solve business and personal financial problems. The differences between debt and equity securities are examined including the important role of interest rates in valuing debt securities, i.e. government and corporate bond values. This course will examine the benefits and costs of employing debt verse equity with the objective to maximize the value of the firm.

FIN-5013 - Investment Management

Semester Credits: 3 **Weeks:** 8
This course examines investment management with an emphasis on topics in relation to academic research. The course includes an examination of advanced content as well as relevant academic papers. You are required to develop in-depth papers and presentations on the primary academic topics within financial institutions. Moreover, you will review and access relevant academic papers and pertinent information to be better prepared to write papers and create presentations within this area of finance and investment management. The course begins with an exploration of wall street's investing environment. It continues with an examination of various securities and dept instructions. It provides an examination of the Capital Asset Pricing Model and Arbitrage Pricing Theory as well as an overview of the 2008 Financial Crisis.

FIN-5014 - Financial Institutions

Semester Credits: 3 **Weeks:** 8
This course takes a broad approach in studying financial institutions such as commercial banks, savings and loan associations, investment banks and insurance companies. The central theme involves examining the risks facing financial institutions and the methods and markets through which these risks are managed.

FIN-6100 - Topics in Financial Management

Semester Credits: 3 **Weeks:** 8
The topics covered in this course include strategic financing decisions such as capital structure and dividend policy decisions; tactical financing decisions such as initial public offerings, financial restructuring, and lease financing; short-term financial management such as cash, inventory, and receivables management; and special topics such as risk management, bankruptcy, reorganization and liquidation, corporate mergers, and multinational financial management.

FIN-6310 - Security Analysis & Portfolio

Semester Credits: 3 **Weeks:** 8
This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

FIN-6350 - International Finance

Semester Credits: 3 **Weeks:** 8
An examination of the international aspects of corporate finance and investing, this course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

FIN-6890 - Financial Management

Semester Credits: 3 **Weeks:** 8
A study of corporate financial management, through problem solving, case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, globalization of finance, ethical standards, information technology, and financial strategy.

FIN-7012 - Corporate Finance

Semester Credits: 3 **Weeks:** 8
This course is an introduction to the role of finance, the operating environment of the firm, analysis of financial statements, the term structure of interest rates and yield curves. It has been said that to really understand a business, one must understand the financial numbers. This course, building upon a basic understanding of accounting, serves as the springboard for understanding the financial health of a corporation. Central to this understanding is the concept of cash flow, where it comes from and what affects it. While knowledge of accrual accounting is important, one pays bills from cash, not receivables. Preparing financial statements, something learned in accounting, is not the same as understanding what they are telling us. This course provides the initial building blocks for understanding the financial strengths and weaknesses of a corporation.

FIN-7013 - Investment Portfolio Analysis

Semester Credits: 3 **Weeks:** 8
This course is an introduction to investment portfolio management. Central to this understanding is the concept of risks and return, futures, swaps, valuation, and risk portfolio performance. Additional examination will be on the advanced components of investments with an emphasis on financial markets, option market valuations, international diversification, and pricing models. This course will help students gain financial knowledge that can be used to make sound investment decisions. Shareholders, stakeholders, financial managers, and investors will be able to further identify key sources of funding to grow their business or gain a greater return on investments.

FIN-7014 - Managing Financial Institutions

Semester Credits: 3 **Weeks:** 8
This course examines the advanced components of financial institutions with an emphasis on topics in relation to academic research. The course includes an examination of advanced content as well as relevant academic papers. You are required to develop in-depth papers on the primary academic topics within financial institutions. Moreover, you will review and assess relevant academic papers to be better prepared to write papers within this area of finance. The course begins with an analysis of the global financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate and credit risks as well as the course studies derivative securities utilized by financial institutions.

FIN-7015 - Advanced Financial Statement Analysis

Semester Credits: 3 **Weeks:** 8
The student will examine the most important advanced components of financial statement analysis with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student will be required to develop some in-depth papers on the primary academic topics within financial statement analysis. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the balance sheet and income statement. It continues with an examination of financial ratios. It provides a careful examination of a common size statement. The course studies the decomposition analysis and the impacts of financial leverage.

FIN-7018 - Accounting and Control for Nonprofit Organizations

Semester Credits: 3 **Weeks:** 8
This course is important for the advanced financial and accounting professional to better understand the planning and control systems within nonprofit organizations. In this course, students are provided a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental

accounting practices. The course materials on accounting principles and practices can be applied to hospitals, colleges and universities, health and welfare agencies, and other similar organizations. The course includes topics on appropriations, budgetary accounting, financial conditions, auditing, fund accounting, and ethics. The course assessments include cases, problem solving, and written research narratives.

FNT-5000 - Introduction to Fin Tech

Semester Credits: 3 **Weeks:** 8
This course introduces the fundamentals of Financial Technology. It explores what new financial technologies are emerging and how the technological advances in data analytics are enabling innovation in the financial industry. It also examines new services and business models in various areas of banking, insurance and financial asset management.

FNT-5010 - Gov and Reg for Fin Tech

Semester Credits: 3 **Weeks:** 8
This course is designed to develop knowledge and skills for security of information and information systems within FinTech organizations. It focuses on concepts and methods associated with security across several systems platforms, including internal and Internet-facing systems. A multi-perspective world view examines critical infrastructure concepts as well as techniques for governance of risk associated with breaches of security in a FinTech network. Introduce issues of ethical uses of information and of privacy considerations.

FNT-5020 - Data Analytics for Fin Tech

Semester Credits: 3 **Weeks:** 8
This course introduces core statistical skills and data analytics techniques used to manipulate and analyze financial datasets. Students will learn how to interpret outcomes from data analysis for efficient and effective decision-making, consumer/business intelligence, problem identification, and forecasting.

PSY-5112 - Theories of Criminal Behavior

Semester Credits: 3 **Weeks:** 8
This 8 week course is focused on prominent theories of criminal behavior relevant to forensic psychology. Emphasis is placed on the practical application of theory and corresponding research across various types of criminal behavior. You will examine the interaction of individual, social, and environmental factors related to criminal involvement and implications for work within forensic settings. You will also explore the impact and relationship between the legal system and human behavior.

PSY-5113 - Psychological Evaluation and Treatment in Correctional Settings

Semester Credits: 3 **Weeks:** 8
In this 8-week course, you will explore the use and application of psychological principles in correctional settings. This includes a review of the use of psychological evaluation and treatment strategies of offenders. Other topics covered will include violence within correctional settings, the offender-authority relationship, suicidology, and implications of rehabilitation, reunification, and recidivism.

PSY-5114 - Policy and Justice in Forensic Psychology

Semester Credits: 3 **Weeks:** 8
In this 8-week course you will examine the integration of forensic psychology and the legal system related to both criminal and civil law. Criminal justice theories and practice related to incarceration and the justice system will be explored as well as the impact of law on the practice of forensic psychology. In this course you will also review the history of psychology and law in public policy, ethical issues, relevant case law, victimology, and restorative justice. In addition, modern day social justice issues as they relate to the field of forensic psychology will be covered, such as psychology in law and the media.

PSY-5501 - Principles of Forensic Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in Forensic Psychology. This area of psychology involves the application of psychological principles to the justice system, which includes law enforcement, the courts, corrections, and victim services. Current models, theories, and research in Forensic Psychology will be explored. In addition, graduate-level skills, such as academic integrity, effective use of the University Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5505 - Diversity in Forensic Psychology

Semester Credits: 3 **Weeks:** 8
This course is focused on diversity within forensic settings. You will develop an awareness of your own personal identities, cultural values, and biases as they relate to work in forensic psychology. In addition, you will explore differences in crime, victimization, and criminal justice outcomes based on sociodemographic factors including race, ethnicity, gender, age, disability, social class, sexual orientation, and religion. You will also examine implications of diversity-related issues on assessment and intervention with forensic populations.

PSY-6510 - Capstone in Forensic Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Forensic Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program in Forensic Psychology. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Forensic Psychology.

PSY-6511 - Internship in Forensic Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in forensic psychology may opt to complete their degree by taking an internship in forensic psychology instead of the Capstone course. Students interested in this option are required to submit paperwork approving their internship site prior to enrolling in this course and no later than their eighth course in the program. During the internship experience, students will meet weekly with their assigned professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice. This course is graded using an A, B, F grading scale.

PSY-6512 - Threat Assessment

Semester Credits: 3 **Weeks:** 8
In this 8-week course you will learn the essential foundations of threat assessment. This will include the examining key theories, concepts and research relevant to identifying, assessing and managing threats of targeted violence. The course will cover the pathway to targeted violence, risk factors and warning behaviors for targeted violence, use of different assessment tools, interviewing, information gathering, and beginning the development of a multidisciplinary threat assessment team. In addition, the course will include information on the legal and ethical implications of threat assessment and management for those practicing in the field by reviewing key components of the body of knowledge for the exam to become a Certified Threat Manager (CTM) for the Association of Threat Assessment Professionals (ATAP).

PSY-6513 - Threat Management

Semester Credits: 3 **Weeks:** 8
In this 8 week course you will learn about threat management principles and procedures by developing a deeper

understanding of risk factors and mitigation strategies related to the pathway to violence. You will examine how threat assessment informs threat management responses and interventions. You will also examine the use of threat management teams as a process to manage risk for different types of threats including workplace violence, intimate partner violence and stalking, school violence, or other areas of targeted violence. Finally, you will explore the ethical implications of threat management.

PSY-6514 - Special Topics in Threat Assessment and Management

Semester Credits: 3 **Weeks:** 8
In this 8 week course, you will further develop threat assessment and management concepts and integrate relevant areas into your analysis and planning while learning from additional research in the field. You will examine information on behavioral and mental health, investigative and interview strategies, and a deeper look at ethical and legal challenges while focusing on several specific types of threat assessment contexts and environments in various settings. You will be able to apply assessment and threat management techniques, focused on one of these contexts and environments in the signature assignment. Deeper understanding of this specialized field will prepare you to pursue possible certification as a threat assessment and management professional.

PSY-6515 - Capstone in Threat Assessment and Management

Semester Credits: 3 **Weeks:** 8
The Capstone course in the Threat Assessment and Management Specialization in Forensic Psychology is your opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity. You will also demonstrate an appreciation of research that has been acquired during the MS program in Forensic Psychology. To do this, you will be required to use evidence-based practices and the ATAP body of knowledge to complete a real world example of a threat assessment case.

PSY-6516 - Fundamentals of Risk and Threat Assessment

Semester Credits: 3 **Weeks:** 8
This 8-week course will explore the fundamentals of risk and threat assessment. This will include the history and evaluation of the field as well as an understanding of the current body of research and practice. You will review a broad scope of risk and threat assessment areas including the pathway to violence, threat assessment, and threat management, and risk related to sexual dangerousness, arson, violence, stalking and intimate partner violence, and workplace violence. You will develop a basic understanding of risk assessment in various contexts, assessment tools, and how they may be used in juvenile and adult population.

PSY-6517 - Investigative Psychology: Application of Offender Profiling and Characteristics

Semester Credits: 3 **Weeks:** 8
In this 8-week course you will examine investigation of criminal behavior from a psychological perspective. Topics covered include foundations of criminal profiling, victimology, behavioral patterns and behavioral analysis. The role of psychologists in the investigative process, such as psychological approaches to interviewing suspects and witnesses, will also be explored.

GBM-5001 - Global Leadership and Change

Semester Credits: 3 **Weeks:** 8
In this course you will investigate leadership roles, styles, philosophy, and behaviors in globally diverse organizations. The course explores leadership through the challenge and implementation of change in global organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.

GBM-5002 - Global Business Strategic Management

Semester Credits: 3 **Weeks:** 8
In this course you will examine the strategic management of multinational corporations (MNCs) and outline Foreign

Direct Investment (FDI) trends and its economic determinants. You will appraise global business strategies that MNCs have used in emerging economies and challenges they confront in different regions by using real life case studies. The course will also identify factors contributing to foreign debt crisis and its prevention.

GBM-5003 - Global Marketing Management

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the issues involved in entering global markets and conducting marketing activities. Specific topics include evaluating opportunities in foreign markets, developing and adapting marketing strategies to specific national and global market's needs, and coordinating strategies across global markets. Students will diagnose the real-world experiences of global corporations using case studies and up-to-date knowledge from relevant current resources.

GBM-7001 - Global Business Environment

Semester Credits: 3 **Weeks:** 8
In this course you will examine the impacts of economic, social, ethical, and political changes of different countries on the global business environment. The emphasis is on developing higher-level thinking skills with an ability to critically evaluate, and explore, differences in conducting business in different global markets. You will be assessed for your critical thinking skills to resolve complex research issues and problems. You will develop decision-making skills required for managers to conduct business in different global markets.

GBM-7002 - Global Strategic Leadership

Semester Credits: 3 **Weeks:** 8
In this course you will explore the role of decision making related to the strategy and leadership of firms doing global business. Specifically, you will focus on corporate governance, characteristics of the contemporary leader in a global/technological age, and actions the strategic leader must take to overcome challenges, which impede their organization from achieving success.

GBM-7003 - Global Business Management

Semester Credits: 3 **Weeks:** 8
In this course you will address the management decisions of multinational enterprises (MNEs) to enhance success in a global economy. You will evaluate decisions-making skills and situations faced by managers of MNEs to meet changes in global business environments. The course examines global strategy, structures, and global strategic management knowledge.

GBM-7004 - Global Marketing Management

Semester Credits: 3 **Weeks:** 8
As a global marketer, you will have to address the needs and wants of global consumers, gain a competitive advantage by strategically positioning the value proposition, and focus on other global business issues. You may become a global citizen and broaden your tool kit. This course explores the application of market research, market entry, new product design, product positioning, and competitive analysis while paying close attention to the role of culture, environmental, and market conditions, including governmental regulations and economic systems. As a global marketer, you will also explore emerging trends in host countries in response to the growth of the global marketplace.

GBM-7005 - Advanced Topics in Global Organizational Behavior

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate organizational behavior and the impact individuals, groups, and structure have on behavior within a global organization. You will focus on how to improve productivity, reduce absenteeism and turnover, and increase employee global citizenship and job satisfaction. You will also study the tools for guiding the productivity of others, predicting human behavior at work, and the perspectives needed to manage individuals from diverse backgrounds.

DHA-7000 - The United States Healthcare Delivery System

Semester Credits: 3 **Weeks:** 8
This course provides a comprehensive overview of the United States (U.S.) healthcare delivery systems with emphasis placed on historical perspectives, characteristics, the various sectors, and functions. You will analyze current issues related to access, cost, and quality; financing and reimbursement; public policy and regulations; as well as the future of the healthcare delivery systems in the U.S.

DHA-7001 - Healthcare Financial Management and Economics

Semester Credits: 3 **Weeks:** 8
This course provides an overview of approaches and processes involved in managing the health enterprise including value analysis, financial risk and required return. You will explore the roles of prices, production of health, demand for health care, theory of health insurance, health insurance and hospital markets, the market for physician services, and the role of government in the U.S. healthcare system.

DHA-7002 - Health Leadership and Systems Thinking

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to the health sector as it currently operates in the US. Through a historical review of this industry, you will learn how it has evolved and implications for its future. The complex structure of the health sector and dynamic interrelationships between various participants will also be explored. In addition, topics such as cost, quality, access, the financing of the healthcare system, and the uses of technology and data management will be investigated.

DHA-7003 - Human Resource Management for Healthcare Administrators

Semester Credits: 3 **Weeks:** 8
This course provides an overview of Human Resource Management in Healthcare Administration. You will examine pertinent employment and workplace safety laws used in healthcare organizations. You also will consider the impact of employee performance on the organization and its stakeholders. The challenges of effective recruitment and retention will be explored. In addition, you will learn the management skills needed by administrators and how to implement related policies.

DHA-7004 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders

Semester Credits: 3 **Weeks:** 8
In this course you will gain an understanding of mass communication, public relations, and marketing principles used in healthcare organizations. You will explore management oversight as it relates to marketing projects and strategies that support an organization's image and mission. Areas to be examined include media relations, internal communications, crisis communications, and government and community relations. You also will examine how these elements assist in developing strategic partnerships in a global health marketplace.

DHA-7005 - Healthcare Quality Management

Semester Credits: 3 **Weeks:** 8
This course will prepare you to understand theories, and develop, implement, and evaluate quality performance strategies within a healthcare organization. You will gain insights into indicators used to measure quality, in addition to exploring how quality assurance, measurement, and continuous quality improvement is implemented in healthcare organizations.

DHA-7006 - Health Law, Ethics, and Policy

Semester Credits: 3 **Weeks:** 8
In this course, you will critique legal mandates and subsequent managerial responses within a healthcare setting. You will build knowledge and skills required to implement and impact policy development. This course will also explore ethical and non-ethical behaviors of health administrators. Key topics include professional and institutional liability, ethical decision making, and legal issues regarding fraud and abuse.

DHA-7007 - Trends and Issues in Executive-Level Management for Healthcare Administrators

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the dynamic landscape of healthcare administration. You will examine global responses to healthcare costs and access challenges and critically appraise contemporary trends and issues impacting healthcare executives. You will evaluate the distinct roles and challenges faced by healthcare leaders with a focus on the intricacies of U.S. healthcare finance and reimbursement mechanisms. Through an in-depth exploration of these topics, you will compose effective management strategies that will equip the healthcare organization to address a complex and changing operational environment.

DHA-7009 - Quantitative Reasoning and Analysis

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the principles of quantitative reasoning and analysis used in healthcare research. You will explore quantitative research designs and techniques that can be used to support evidence-based decision making. Topics to be covered include data presentation, statistical analysis, description and testing of relationships, and survey research. Common challenges within quantitative healthcare research will be explored.

DHA-7011 - Advanced Application of Practice-Based Research in Health

Semester Credits: 3 **Weeks:** 8
Using implementation science as a framework to disseminate research in clinical and community-based healthcare, this course you will examine study designs and methods used in this translational research approach that considers how to transfer evidence-based research into practice. You will learn how successful integration of this research, into contemporary application, requires both involvement and input from the end user.

DHA-7012 - Data-Driven Decision Making

Semester Credits: 3 **Weeks:** 8
This course examines how qualitative and quantitative research data informs decision-making in healthcare management. You will review statistical techniques used to analyze healthcare data. You will also evaluate and interpret findings of published research and technical reports to assess application in healthcare settings. Additionally, you will review the need to and methods used to protect health information when conducting and interpreting research.

DHA-7014 - Current Issues in Long-Term Care Administration

Semester Credits: 3 **Weeks:** 8
This doctoral-level course explores contemporary issues and challenges in administering long-term care (LTC) facilities. Students will conduct in-depth analyses of regulatory, financial, ethical, and operational issues while incorporating health services research methodologies. Using publicly available data from the Centers for Medicare and Medicaid Services (CMS), students will apply advanced critical thinking and research methodologies to develop corrective action plans to address deficiencies in LTC care quality and safety.

DHA-7015 - Advanced Conflict Resolution in Healthcare Organizations

Semester Credits: 3 **Weeks:** 8
This doctoral-level course provides an in-depth exploration of advanced conflict resolution within health care administration. Students will critically evaluate and apply various conflict resolution theories and models to address complex disputes in healthcare settings. The course emphasizes effective communication, the impact of organizational culture, and the development of strategies for fostering a collaborative work environment. Through case studies, role-playing exercises, and strategic planning activities, participants will analyze the nature and cycle of conflict, enhance their communication skills, and apply mediation and negotiation techniques. Students will also design and evaluate conflict management policies and practices, aligning them with ethical standards to improve patient care outcomes. By the end of the course, students will be prepared to lead and implement effective conflict management initiatives, creating a culture of cooperation and continuous improvement in diverse healthcare environments.

DHA-7016 - Conducting Theory-driven Program Evaluations

Semester Credits: 3 **Weeks:** 8
This advanced elective introduces doctoral students to the principles and practices of program evaluation with a distinct emphasis on the integration of program theory into evaluation design and implementation. Students will explore how conceptual frameworks and logic models operationalize theoretical constructs to systematically assess not only whether a program is effective but also to understand the mechanisms driving success or failure in healthcare initiatives. Through case studies, applied exercises, and critical analysis, students learn to formulate evaluation questions, design evaluations, and interpret findings using theory-driven approaches. The course covers the development and application of logic models, analysis of causal mechanisms, consideration of contextual factors, stakeholder engagement, and evidence-informed improvement strategies. Upon completion of this course, students will be able to develop theory-based evaluation plans, synthesize evidence for program improvement, and critically appraise the effectiveness and sustainability of health administration programs and interventions. The course prepares emerging healthcare leaders to conduct rigorous evaluations that deliver actionable, context-sensitive insights for program and policy development in complex healthcare environments.

DHA-7017 - Introduction to Major US Healthcare Datasets

Semester Credits: 3 **Weeks:** 8
This course provides doctoral students with a comprehensive introduction to secondary data sources critical for contemporary health services research in the United States. Students will explore the major federal, state, and selected commercial healthcare datasets including those administered by the Department of Health and Human Services, Centers for Medicare & Medicaid Services, CDC, and the State of California. Emphasis is placed on understanding data structure, content, collection methodologies, population coverage, data access protocols, privacy/ethical considerations, and the analytic advantages and limitations unique to each dataset. Students will learn to navigate open data portals, evaluate the appropriateness of different datasets for applied research, and address challenges related to data linkage, representativeness, and bias. The course is designed to build students' capacity to use large-scale healthcare data in preparation for dissertation work and leadership in data-informed healthcare administration.

DHA-7018 - Health Economic Analysis

Semester Credits: 3 **Weeks:** 8
This advanced elective introduces doctoral students to the principles and practices of health economic analysis as a decision-support approach for healthcare leaders, with a distinct emphasis on cost-effectiveness and cost-benefit analysis as practice-embedded inquiry designs. Building from managerial epidemiology, the course examines how population definitions, measures of disease burden, and risk adjustment shape the structure, inputs, and interpretation of economic evaluations in health administration. Through case studies, applied exercises, and critical analysis of published studies, students learn to formulate decision problems, specify appropriate comparators, select cost and outcome measures, and interpret incremental cost-effectiveness ratios and benefit-cost metrics for leadership decisions. The course addresses stakeholder perspectives, uncertainty and sensitivity analysis, ethical and equity considerations, and the translation of economic and epidemiologic evidence into business cases and implementation choices. Upon completion, students will be able to design practice-feasible economic evaluation concepts, synthesize epidemiologic and financial evidence to support resource allocation, and critically appraise the usefulness and limitations of economic analyses for guiding quality, access, and population health improvement in complex healthcare systems.

DHA-7100 - Applied Doctoral Studies in Healthcare Administration

Semester Credits: 3 **Weeks:** 8
In this course, students will begin their formal doctoral journey by examining what it means to be a scholarly practitioner in healthcare administration. Students will apply relevant skills to be successful in the DHA program, including critical thinking, researching, comprehending, and interpreting complex scholarly texts and research articles, applying relevant theoretical and conceptual frameworks within the context of applied healthcare

administration topics and problems, and communicating at the doctoral level. Essential resources and relevant academic support services will be introduced to guide the student toward developing professional standards and doctoral-level expectations to succeed in the program. Student's will identify and begin to explore potential research topics for an applied doctoral dissertation and will complete the course with a roadmap to navigate the way to degree completion.

DHA-7108 - Applied Research Projects in Healthcare

Semester Credits: 3 **Weeks:** 8
Applied research projects in healthcare focus on using current evidence to address an identified problem. In this course, you will gain an understanding of the process healthcare leaders use to respond to problems by learning how to integrate research skills with professional practice. This course introduces you to research processes and methods, including quantitative and qualitative designs. You will critically analyze and determine conceptual models and theoretical frameworks, as well as appropriate secondary data sources. Throughout the course, you will refine a possible topic for your applied doctoral project.

DHA-7110 - Literature Review for Healthcare Administration

Semester Credits: 3 **Weeks:** 8
In this course, you will engage in the process of scholarly literature reviews and academic writing. With an emphasis on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks, you will develop a foundation for future research. The overarching goal of this course is for you to conduct an exhaustive search of the peer-reviewed research literature in your topic area and identify potential areas of inquiry for your dissertation. The Signature Assignment will be to develop a scholarly literature review manuscript suitable for publication in a professional or academic journal.

MHA-5000 - Introduction to Healthcare Management

Semester Credits: 3 **Weeks:** 8
This course offers a macro view of the delivery of healthcare services in the United States. An introduction to healthcare leadership competencies, management skills, and the challenges faced by healthcare leaders today is also provided. In this course, you will have the opportunity to examine your own healthcare leadership competencies, interview a healthcare executive, and explore the socio-ecological influences on healthcare organizations. You will also learn concepts and theories that will help you better understand the structures, policies, processes, and the role of information technology in the contemporary healthcare leadership environment.

MHA-5002 - Health Management Leadership Seminar

Semester Credits: 3 **Weeks:** 8
In this course you will explore management and leadership theories within the healthcare industry. You will focus on leadership skills and strategies necessary in a healthcare setting and inventory your own personal management style and leadership traits for areas of improvement. Within the scope of healthcare management, you explore the professional and ethical standards of the field.

MHA-5004 - Health Policy & Analysis

Semester Credits: 3 **Weeks:** 8
In this course, you will explore health policy as it applies to the context of the United States healthcare system. As a healthcare leader and advocate, understanding how policy decisions are made and the impact of those decisions in healthcare settings is a vital tool. You will analyze the legal basis of existing policies as well as the processes of development and implementation for new policies. You also will evaluate stakeholder needs in healthcare policy development and implementation.

MHA-5005 - Healthcare Quality Management

Semester Credits: 3 **Weeks:** 8
In this course, you will investigate quality management within healthcare organizations. You will gain familiarity with the tools and models used in the healthcare industry, as well as the processes necessary to implement quality management techniques within various health organization settings.

MHA-5010 - Health Law and Ethics

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the legal structures and policies found within the healthcare industry. You will also investigate the legal and ethical issues common to managers and providers in healthcare organizations. Strategies for ethical decision making as well as for communicating with stakeholders also will be discussed.

PSY-5301 - Foundations in Health Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in health psychology. Health psychologists use the scientific method to understand the interaction of biological, psychological, and social factors to determine both health and illness. This area of psychology involves the application of psychological principles to prevent illness, improve personal health outcomes, and impact healthcare systems at large. Health psychologists work in helping professions, hospitals, social services, industry, government, and nonprofit organizations for which clinical training is not necessary. Current models/theories, subspecialties, history, ethical concerns, issues related to diversity, and research in health psychology will be explored.

PSY-5302 - Stress and Coping

Semester Credits: 3 **Weeks:** 8
This course examines sources, manifestations, and coping models for stress. A special emphasis is put on the role of thought and cognition in mediating stress. Students will develop an array of tools for dealing with stress in themselves and others.

PSY-5303 - Behavioral Nutrition

Semester Credits: 3 **Weeks:** 8
This course introduces the student to evidence-based knowledge on the interaction between nutrition, behavior, and mental health. Various theoretical perspectives on nutrition and health-related behavior change will be introduced. Key behavioral nutrients are identified and the current research on how these nutrients interact with brain functioning and mental health will be assessed. Ethical issues in applying sound scientific knowledge on behavioral nutrition to diverse gender, ethno-cultural and age groups will also be addressed.

PSY-5304 - Collaborative Care and Mental Health Policy

Semester Credits: 3 **Weeks:** 8
This course will provide an overview of the Collaborative Care Model: its benefits in the delivery of care as well as unique considerations that should be acknowledged while implementing this approach in healthcare settings. Students will explore the fundamentals of the Collaborative Care Model as well as unique mental health policies and practices applicable to that model.

PSY-6104 - Positive Psychology

Semester Credits: 3 **Weeks:** 8
The course focuses on the positive psychology principles of positive subjective experience, positive traits, and positive institutions. It is an emerging shift within the field of psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on positive human strengths such as optimism, gratitude, hope, and justice. The course offers an opportunity for theoretical exploration and practical application.

PSY-6107 - Adult Psychopathology

Semester Credits: 3 **Weeks:** 8
This course explores the concept of psychopathology and perspectives on what distinguishes mental health from mental illness and how research and assessment is applied to this field. Various diagnostic categories will be examined as well as the origins, prevention, and interventions related to psychopathology.

PSY-6117 - Psychology of Trauma

Semester Credits: 3 **Weeks:** 8
In this course, you will consider trauma as a threat to the meaning system of individuals, a threat that occurs in a cultural and ethnic background and has different meanings for diverse individuals. You will consider how individuals can prevent or prepare for traumatic events, the special situation of trauma in the military, and the role of meaning reconstruction in trauma recovery.

PSY-6304 - Coaching for Health and Wellness

Semester Credits: 3 **Weeks:** 8
This course focuses on evidence based approaches for coaching others in the prevention of illness, promotion of health, and living optimally with chronic illness. Key processes such as goal setting, identification of obstacles, and use of personal support systems will be addressed.

PSY-6305 - Capstone in Health Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Health Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Health Psychology.

PSY-6311 - Internship in Health Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in Health psychology may opt to complete their degree by taking an internship in Health Psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

HS-5101 - Introduction to Homeland Security

Semester Credits: 3 **Weeks:** 8
This course introduces students to the contemporary aspects of homeland security and retraces the series of significant changes implemented following the terrorist attacks on September 11th, 2001. Students will gain a broad understanding of a number of multi-faceted homeland security topics relevant to America's present-day domestic and international environments. An overarching analysis of the highly integrated and operationally collaborative nature of modern-day contingency-driven emergency responses by federal, state, local, and (Native American) tribal-level governments, private for-profit corporations, and non-profit organizations are also examined.

HS-6002 - International Crime and Terrorism

Semester Credits: 3 **Weeks:** 8
In this course, you will address the linkage of terrorism to criminal activity and the effect on the proper response. You will explore the implications for political, law enforcement, and military institutions. Included in this exploration are the global drug trade, human trafficking, and associated criminal activities such as money laundering and arms deals.

HS-6003 - Homeland Security Risk Management

Semester Credits: 3 **Weeks:** 8
This course provides students with a comprehensive introduction to the major issues essential for understanding homeland security and its foundation in all-hazard emergency management. Assignments provide the students with the opportunity to examine the use of risk analysis in homeland security operations. Students will examine risk analysis processes in situations from mitigation to recovery.

HS-7000 - Homeland Security and Terrorism

Semester Credits: 3 **Weeks:** 8
This course serves as an introduction to the study of homeland security and will provide an overview of the practical discipline, including readings on the various government agencies involved in different aspects of homeland security. The course will also include an overview of the terrorist threat faced today and an examination of how that threat came into being.

HS-7004 - Local Emergency Management and Civil Preparedness

Semester Credits: 3 **Weeks:** 8
In this course, students will analyze the operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the National Incident Management System functions and use it to plan the use of emergency response organizations. Students will explain and assess local community capabilities to maintain the safety of their populations and the processes through which local emergency response agencies can request assistance.

HS-7010 - Transportation Security

Semester Credits: 3 **Weeks:** 8
In this course, students will closely examine transportation networks with regard to the security demands now required. The course assignments include the exploration of the threats to each industry and measures needed to secure the networks from a domestic and global perspective. Regulatory agencies, both domestic and international, will be subjects of study as well as national and international agreements.

HS-7013 - Intelligence and Law Enforcement

Semester Credits: 3 **Weeks:** 8
In this course, students will take a critical look at the integration of intelligence operations and law enforcement in the realm of homeland security. Topics will also include the composition of the U.S. intelligence community, roles of various U.S. intelligence agencies, and issues facing the U.S. intelligence community. The course provides the knowledge necessary to utilize strategic intelligence effectively in the law enforcement and public safety realm.

HS-7014 - Strategy, Resiliency, and Coping with Fear

Semester Credits: 3 **Weeks:** 8
In this course students will have an opportunity to gain a conceptual understanding of the meanings of strategy, national interests, elements of power, and asymmetric threats. Students also will explore the meaning of the concept of resiliency as well as how terrorists use fear to their advantage. An understanding of these concepts will aid any homeland security professional in performing their duties and protecting the populace.

HRM-5005 - Introduction to Global HR

Semester Credits: 3 **Weeks:** 8
The Introduction to Global Human Resources Management is a comprehensive course that provides students with a thorough understanding of how human resource functions integrate throughout organizations and contribute to achieving optimal organizational effectiveness. This course explores the challenges, strategies, and best practices associated with effectively managing a diverse workforce across borders. With a focus on both national and global business environments, students will explore foundational concepts, theories, and effective practices in human resource management. By acquiring this knowledge and developing essential skills, students will be equipped to navigate the dynamic global business landscape with confidence.

HRM-5006 - Global Talent Acquisition Metrics and Analytics

Semester Credits: 3 **Weeks:** 8
This course is designed to equip students with the knowledge and skills to effectively measure, analyze and optimize talent acquisition strategies and outcomes in a global context. Combining a comprehensive staffing model with a data-driven approach, this course explores the key components of staffing, external influences, and effective staffing system management within a global context. Students will learn how to apply data-driven approaches and utilize key performance indicators (KPIs) to enhance talent acquisition processes and make informed decisions. The course emphasizes the use of metrics and analytics techniques to assess the effectiveness of recruitment strategies, evaluate candidate quality, and optimize workforce planning in multinational organizations. By leveraging data and analytics, students will be equipped to optimize talent acquisition practices, adapt to dynamic global environments, and contribute to organizational success.

HRM-5007 - Global Compensation and Benefits

Semester Credits: 3 **Weeks:** 8
This course provides a comprehensive understanding of the complexities and strategies involved in designing and managing compensation and benefits programs in a global context. Global compensation and benefits management is a critical link between a multinational enterprise (MNE) and achieving its global strategies. Globalization has impacted the field of Human Resources, particularly in terms of researching, understanding, designing, developing, and assessing compensation and benefits programs. These programs attract and motivate home, host, and third-party nationals for internal assignments. Students in this course will examine the impact of compensation and benefits on an organization's global strategies. They will also learn how to manage compensation and benefits that support the organization's strategies. Global HR professionals need to consider factors that influence global compensation and benefits. This entails a comprehensive understanding of the customs, labor market, legal regulations, labor regulations, economic conditions, political environment, cultural factors, and taxation systems where the organization operates.

HRM-5011 - Global Talent Development and Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the foundations for global talent development and management as well as the strategic role that training and development plays in the management of an international workforce. Roles and practices of HR in the context of global corporations and organizations will be discussed with consideration of cultural issues. Techniques on assessing the organizational needs and designing the appropriate programs for training and development will be analyzed. Also, HR practices and programs in various national and regional contexts will be reviewed to help you develop core competencies necessary for global assignments.

HRM-5012 - Global Employee Relations

Semester Credits: 3 **Weeks:** 8
This course provides students with a comprehensive understanding of the dynamics and strategies involved in managing employee relations in a global context. Students will examine the history, theories, and practices of labor relations, including the structure and impact of labor unions. They will evaluate the factors influencing employee decisions to organize or participate in union activities, considering cultural, legal, and economic aspects that shape labor relations globally. The course emphasizes risk management strategies in employee relations, including conflict resolution techniques and ensuring compliance with international labor standards. By examining global issues, students will gain insights into the intersection of unionization and the influence of international labor organizations on domestic companies and their employees.

HRM-5013 - Global Cultural Effectiveness

Semester Credits: 3 **Weeks:** 8
This course is designed to equip students with the necessary knowledge and skills to navigate the complexities of today's global workplaces. By exploring current trends and issues in employment laws, regulations, and HR policies, students will gain a comprehensive understanding of the global context of employment relationships. Students will

examine the cultural and legal aspects that shape HR practices on a global scale. They will delve into the legal and ethical considerations associated with managing HR practices worldwide, including compliance with international labor laws, anti-discrimination regulations, and ethical guidelines. An integral part of the course involves developing a global and cultural perspective on HR management. Students will learn strategies to foster diversity and inclusion and enhance cross-cultural communication. The course emphasizes the importance of aligning HR practices with global business objectives and fostering a supportive and inclusive work culture.

HRM-5014 - Managing a Global & Diverse Workforce

Semester Credits: 3 **Weeks:** 8
This course will help you acquire the essential skills to be an effective manager in today's global workplace. You will examine concepts and apply strategies necessary for managing diverse teams and individuals, ethical decision-making, and creating an organizational culture that fosters an accepting culture for a diverse workforce.

HRM-6030 - Legal, Ethical & Safety Issues

Semester Credits: 3 **Weeks:** 8
A comprehensive analysis of the laws and regulations, both federal and state, that impact human resources management. The course emphasizes equal employment opportunity affirmative action, health and safety, privacy of information and methods of liability prevention in employment matters. Integrated into the course are aspects of ethical considerations as related to Human Resources Management, including employer use of power, organizational business practices, and safety concerns.

HRM-6370 - Workforce Plan, Dev & Outsource

Semester Credits: 3 **Weeks:** 8
A comparison and evaluation of planning, organizing, directing and monitoring of human resources planning processes, including recruiting, selecting, placing and integrating individuals within organizations. A key aspect of the course is the selection process (testing and assessment of skills and traits that influence work performance), employee orientation and integration (employee development and career planning), and aspects of performance management. The course also covers current trends in employee outsourcing.

HRM-6670 - Compensation & Benefits

Semester Credits: 3 **Weeks:** 8
This course provides an overview of the latest technology as it applies to the human resources function and its impact of human resource management administration and organizational development. The course also integrates and assesses fundamental aspects of wage, salary, benefit administration, and employee rewards and incentives as they are becoming increasingly supported by automated systems.

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

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on the development of the human resource function in organizations. From exploring employee recruitment, motivation, performance and various forms of compensation and benefits packages, you will view the human resource function in a strategic role that enhances global business environments.

HRM-7002 - Compensation and Benefits

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.

HRM-7003 - Labor Relations

Semester Credits: 3 **Weeks:** 8
In this course, you will explore all aspects of labor relations from a human resources perspective. This will include

the history, structure, politics, processes, and relationships associated with bargaining units (unions). You will examine how unions can change attitudes and behaviors of both management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.

HRM-7004 - Supervising in the 21st Century

Semester Credits: 3 **Weeks:** 8
In this course, you will examine supervisory concepts, laws, regulations and HRM practices used in the 21st Century. You will explore techniques for motivating employees as a supervisor of diverse workforces and evaluate the role of supervisors in organizational planning.

HRM-7007 - Cultural Issues

Semester Credits: 3 **Weeks:** 8
This doctoral course examines the uniqueness of culture and its impact on all areas of organizational operations. This includes such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. The Twenty-First century Human Resources professional must have an open mind and a willingness to suspend judgments, ask questions, and listen to answers.

HRM-7008 - Legal Issues in Human Resources Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore multiple levels of employment, including management, full-time employees, part-time employees, temporary employees, and contracted employees based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.

HRM-7009 - Organizational Behavior in Human Resource Management

Semester Credits: 3 **Weeks:** 8
In this course, you will examine how organizational behavior is relevant to HRM. You will explore theories that support and explain causes and outcomes of typical issues in HRM. In addition to individual behaviors in organizations, team dynamics in relation to organizational structures will be discussed in consideration of organizational goals and employee well-being.

HRM-7010 - Human Resource Management Policy and Implementation

Semester Credits: 3 **Weeks:** 8
In this course, you will review policy development processes, how these are implemented and the outcomes resulting from policies being deployed. You will consider various forces that affect HR policies including the needs of global environments, organizations, and employees. You will develop policy implementation plans that include the necessary steps, resource allocations, and measurement of outcomes.

HRM-7020 - Workforce Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how to manage human resources to optimize organizational effectiveness as well as individual outcomes in a global context. You will consider current laws, public policies, recruitment and retention strategies. In addition, you will determine how employees' concerns and complaints are incorporated into organizational decision-making.

HRM-7022 - Diversity and Inclusion

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how the HRM function creates a more inclusive culture by valuing diversity of its workforce. During the course, you will review organizational decisions on diversity issues in order to learn how to avoid discrimination while improving organizational effectiveness. To gain an awareness of corporate best practices, you will examine HRM's role in diversity and inclusion cases.

HRM-7026 - Strategic Human Resource Management

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the strategic role of human resources in organizations. Through an examination of HRM functions, you will determine how these align with the strategic direction of organizations. In addition, you will consider the potential contributions and challenges that HRM might face, especially during organizational change processes. You will then develop HRM initiatives that help achieve organizational goals.

INL-5000 - Developing Competencies for Global Inclusive Leadership

Semester Credits: 3 **Weeks:** 8
Inclusive leaders are committed to strategies that promote diversity, equity, inclusion, social justice, and cross-cultural competencies in the workplace. In this course, you will learn the key competencies, principles, theories, and practices of inclusive leaders. Leaders of global organizations and companies must navigate cultural and interpersonal differences and know how and when to leverage human capital to sustain organizational growth. Developing skills in interpersonal relationships, conflict management, intersectionality, systems thinking, as well as emotional, social, and cultural intelligence are some of the foundational elements of inclusive leadership. By the end of this course, you will understand the business case for inclusiveness and be able to practice the skills of equity-minded leaders.

INL-5010 - Leveraging Global Diversity for Results

Semester Credits: 3 **Weeks:** 8
Inclusive leaders engage talent acquisition and retention strategies to increase the talent pool and encourage diverse perspectives to drive individual and team performance. Creating an inclusive workplace eliminates impediments so that employees are respected and their endeavors are valued. As organizational leaders engage various stakeholders, the ability to leverage the power of diverse teams is critical. In this course you will learn the use of empowerment, accountability, and collaboration to lead high-performing groups and to champion diversity, equity, and inclusion in their organizations. You will also learn why team members engage and how to recognize patterns of disengagement.

INL-5020 - Leading the Inclusive Organization: Empathy, Equity, and Accountability

Semester Credits: 3 **Weeks:** 8
In this course you will gain awareness and tools for successfully building and leading inclusive organizations. You will assess and gain insights into your strengths and identify opportunities for targeted growth on selected inclusive leadership skill dimensions. You will learn how to improve your cross-cultural competence and exercise moral courage to challenge false assumptions, and the roles that mentorships, sponsorship programs, and affinity groups play in developing inclusive teams to create allies within the organization. Through this course, you will learn how to use one-on-one strategies such as emotional intelligence, active listening, courage, humility, and curiosity, to lead the inclusive organization with trust, fairness, and consistency.

TIM-5000 - Principles of Information Technology for the IT Professional

Semester Credits: 3 **Weeks:** 8
Information technology is an evolving profession where professionals must remain current with emerging technologies to reliably support enterprise or organizational operations. During this introductory course, you will learn about the evolution of information technology, the primary IT components and functions, the IT solutions development process, and the role of technical policies and IT protocols to provide a baseline of knowledge to support you through the program. You will also explore relevant legal, ethical, privacy, and security issues affecting information technology in today's technology environments.

TIM-5025 - Networks, Clouds and Mobile Computing

Semester Credits: 3 **Weeks:** 8
This course introduces the networks, and the accommodation of cloud, IoT, and mobile computing environments that are essential components of today's successful organizations. During this course, you will study the features, topologies, protocols, and services that contributed to the evolution of global communications and data exchange.

You will also explore the architectures, components, and structures for telecommunications related devices, and examine the tools and methods used to configure and manage remote and virtual environments. By the end of the course, you will model a network architecture with basic network security considerations to support all devices and services.

TIM-6350 - Network Modeling and Design

Semester Credits: 3 **Weeks:** 8
Network design is a dynamic endeavor that constantly changes to accommodate the increasing demands of cloud, mobile, and virtual environments. This course provides a detailed study of the hardware appliance configuration and parameter setting requirements of network design models. During this course, you will create a network model and evaluate the configuration settings for safety and performance using network modeling tools. You will also study addressing schemes and capacity planning techniques to increase network performance by reducing the probability of collisions and congestion.

TIM-6360 - Advanced Network Risk Management

Semester Credits: 3 **Weeks:** 8
As the industry and networking landscape evolves, technology experts must take proactive measures to manage the risks that threaten IT networking. This course provides a detailed study of applied strategies and tools for mitigating risks that threaten networks and connected technologies. During this course, you will measure the impact of threats and vulnerabilities and apply risk identification, modeling, and analysis tools to manage and control network performance. You will also create risk reduction solutions that comply with legal requirements, support operations and services, and ensure a reliable technology platform.

TIM-6370 - Network Governance, Control and Assurance

Semester Credits: 3 **Weeks:** 8
Legal requirements and standards require compliance with specific statutes and control measures. Thus, network and data administrators must be able to write and update network management standards and procedures. During this course, you will explore the concept of network governance and identify the requirements needed to configure and implement a reliable IT installation. You will also explore high-level IT policies and ways to translate them into measurable controls to enforce data and process integrity. This is the foundation of secure physical and cloud-based electronic working environments.

TIM-6445 - Wireless Networking

Semester Credits: 3 **Weeks:** 8
Today's networking landscape has been transformed with the inclusion of cloud and mobile computer platforms. These additional platforms, along with the internet of things (IoT), neural networking, and AI, require the need for stronger network configurations, management, standards, and practices. This course provides an in-depth examination of wireless networking devices and tools (hardware and software). During this course, you will apply network standards and protocols to enhance a networking landscape to improve wireless communications in support of multiple IT platforms.

TIM-6450 - Advanced Network Administration

Semester Credits: 3 **Weeks:** 8
In this advanced network administration course, you will be immersed in the critical considerations needed for a strong networking platform, with a focus on the physical layers of the Open Systems Interconnection (OSI) model. During the course, you will study advanced topics about the effective design, implementation, and administration of networking hardware and software. By the end of the course, you will develop an advanced standard protocol for device configuration that avoids collisions and improves network security.

TIM-6590 - Strategic Management of IT Systems and Services

Semester Credits: 3 **Weeks:** 8
Effective information technology professionals must be able to assess, plan, implement, and manage technical systems and services to ensure their integrity. During this capstone course, you will demonstrate the knowledge and skills gained throughout the Master of Science in Information Technology program by creating and presenting a comprehensive IT implementation plan. The strategic implementation plan should integrate strategies for improvement, including industry standards, metrics, procedures, and tools. It should also integrate hardware and software configurations, multiple operating systems, applications, and data protection rules to support organizational operations.

IOP-8400 - Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
This course focuses on how psychological principles are applied in work settings. Current models, theories, and research in industrial/Organizational (I/O) Psychology will be explored. The role of attitude and motivation, as well as group factors and leadership in forming a social context for work will also be addressed.

IOP-8404 - Consulting in Business, Education, and Health

Semester Credits: 3 **Weeks:** 8
Consulting in businesses, schools, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop the personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY-5111 - Applied Statistics in I/O PSY

Semester Credits: 3 **Weeks:** 8
This course introduces theories and concepts of applied statistics in I/O Psychology. Students will learn about commonly used statistical tests in I/O research, their creation, and interpretation. The role of ethics and diversity in the application of statistical testing also will be explored.

PSY-5401 - Foundations in I/O Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in Industrial/Organizational (I/O) Psychology. This area of psychology involves the application of psychological principles to work settings, which includes personnel selection, training and development, performance management, stress and motivation, work attitudes, leadership, teams, and work-life balance. Current models, history, ethical and legal concerns, and research in I/O Psychology will be explored. In addition, graduate-level skills—such as academic integrity, effective use of the University Library, comprehension of complex scholarly texts and research articles, and use of APA format and style in professional communication—are also introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5402 - Organizational Development

Semester Credits: 3 **Weeks:** 8
This course explores the role of the Organizational Development (OD) practitioner in supporting and/or leading change in individual, group, and organizational settings. In order to facilitate change so that it enhances productivity, students will learn about the evolution of organizational development, the process of change, and the many types and components appropriate in different OD situations. Student will also examine the principles, theories and ethics of organizational development and change. The goal of this course is for students to be able to both manage and implement interventions to remake the way an organization functions.

PSY-5403 - Personnel Selection and Recruitment

Semester Credits: 3 **Weeks:** 8

This course introduces personnel recruitment and selection as an evidence-based practice used to identify and recruit qualified candidates to apply for jobs with an organization. Students will focus on theories and principles of

personnel recruitment and selection from an I/O perspective. Students will evaluate the personnel recruitment and selection methods and assessment tools. Personnel selection strategies and decisions also will be discussed.

PSY-6411 - Internship in I/O Psychology

Semester Credits: 3 **Weeks:** 12
Students seeking a master's degree in I/O psychology may opt to complete their degree by taking an internship in I/O psychology instead of the Capstone course. During the internship experience, students will meet weekly with their assigned University professor as well as their approved internship site supervisor to discuss their experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice

PSY-6414 - Small Group Theory and Team Processes

Semester Credits: 3 **Weeks:** 8
This course examines the small group and team processes in the workplace. Topics include team development, effectively leading teams, the establishment of group norms and goals, group problem solving and decision making, and resolving group conflict. Both research and application of concepts are highlighted.

PSY-6421 - Psychology of Leadership

Semester Credits: 3 **Weeks:** 8
Students in this course will examine leadership in the modern global workplace, emphasizing the elements of a good leader. Trait, behavior, contingency, and contemporary theories of leadership and management will be explored. Legal and ethical/moral issues as well as gender and sociocultural challenges will also be highlighted throughout the course. Additional topics include: leadership skill development, managing conflict, developing a leadership vision, leading groups and teams, and leadership versus management. Students in this course will gain an understanding of their own leadership style and improve their leadership self-awareness.

PSY-6422 - Work Motivation and Employee Engagement

Semester Credits: 3 **Weeks:** 8
This course reviews motivational theories and evaluates their application to employees and groups within the workplace. Aspects of employment engagement to be covered include job enrichment, employee voice, employee empowerment, and employee satisfaction.

PSY-6423 - Training and Evaluation

Semester Credits: 3 **Weeks:** 8
In this course, students will develop an understanding of employee development and performance improvement by examining methods of workforce training and program evaluation in organizations. Topics include adult instruction strategies, competency modeling for professional development, job retraining, skills-gap and needs analysis, return on investment, transfer of training, and organizational change. The role of training in organizational health will be highlighted and emerging trends in training methods for a global, virtual workplace will be discussed.

PSY-6425 - Survey Methods and Organizational Behavior

Semester Credits: 3 **Weeks:** 8
This course covers development and usage of organizational surveys and related topics, such as attitude measurement, job satisfaction, and the evolving uses of surveys in organizations. Students will examine the challenges faced by consultants in designing and implementing organizational surveys, such as potential sources of bias, respondent recruitment, data collection methods, and ethical issues related to privacy.

PSY-6429 - Capstone in I/O Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in I/O Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MS program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in I/O Psychology.

ID-8900 - Foundations of Instructional Design

Semester Credits: 3 **Weeks:** 8
This course explores the current best practices and the future of instructional design. Students will examine instructional solutions and recommend procedures for collaboration projects that are based on relevant assessment and evaluation data. Students will produce media-rich learning assets that are appropriate for specific design projects.

ID-8910 - Models of Instructional Design

Semester Credits: 3 **Weeks:** 8
This course will explore various models of instructional design. Students will evaluate instructional design models using an evaluation method that will validate the use of the models for future educational trends. Students will generate research-based recommendations for evaluating instructional and training solutions and develop strategies that address resistance to these solutions.

ID-8920 - Theoretical Foundations of Instructional Design Practice

Semester Credits: 3 **Weeks:** 8
This course will explore the theoretical foundations of instructional design and their influence on design projects. Students will generate theory-based solutions that address design project needs, justify theoretical foundations used in design practices, and integrate these foundations for performance improvement.

ID-8930 - Interactive Media Design

Semester Credits: 3 **Weeks:** 8
This course explores the design and appropriate use of interactive media in current and future instructional and training solutions. Students will evaluate delivery systems for interactive media and utilize design methods based on audience and learning context. Students will explore gaming theory and the use of inclusionary practices in designing interactive media.

ID-8940 - Accessible Design in ID

Semester Credits: 3 **Weeks:** 8
This course will explore the various considerations and challenges to developing culturally relevant and inclusive pedagogical practices in design projects. Students will examine various laws, populations, and responsibilities related to inclusion in instructional design and will evaluate instructional design models and frameworks that work best for these practices. Students will recommend media and assistive technology for use in instructional design projects.

ID-8950 - Project Management

Semester Credits: 3 **Weeks:** 8
This course explores the various components of project management and establishes best practices in the field of instructional design. Students will examine the role of key stakeholders in the project management team and will identify optimal communication strategies for all stakeholders. Students will examine all stages of project management including formulating a project plan and implementation strategy, creating a process to monitor progress and maintain quality control, and evaluate the efficacy of the completed project.

ID-8960 - Applied Design & Development

Semester Credits: 3 **Weeks:** 8
This course will provide application of the topics covered in previous courses for use in design and development projects. Students will reflect on professional growth in the instructional design program and will compile relevant theory to make design choices and justify chosen design models. Students will specify project management processes and produce media-based portfolio supported by theory and practice in instructional design.

IBU-6370 - Comparative International Management

Semester Credits: 3 **Weeks:** 8
This course studies the impact of country-specific cultural, economic and legal factors on the theory and practice of managing multinational corporations. Case studies focusing on North American, Latin American, European and Asian settings are used to illustrate the feasibility of adapting and combining different national management styles in the operations of domestic and multinational corporations.

IEG-7100 - Introduction to International and Global Education

Semester Credits: 3 **Weeks:** 8
In this first International Education and Globalization course, you will analyze the practices of international and global education and investigate instructional and technological practices. You will also evaluate current education theories, critique comparative analyses, and assess the benefits and challenges of international and global education. Finally, you will synthesize the concepts of culture, diversity, equity, and inclusion in international and global education.

IEG-7200 - Perspectives on Culture, Society, and Education

Semester Credits: 3 **Weeks:** 8
In this course, you will evaluate comparative education trends and cycles in global education and explore the influence and relevancy of culture on international and global education. Further, you will assess methods to promote culturally responsive pedagogy and andragogy in educational research and practices. You will also analyze intercultural and multicultural education issues with respect to diversity, equity, inclusion, and opportunity in educational systems and appraise the quality of international education programs. Finally, you will evaluate global competitiveness in education.

IEG-7300 - Educational Conflict, Mediation, and Resolution

Semester Credits: 3 **Weeks:** 8
In this course, you will review the concepts of conflict, mediation, and resolution related to diverse educational environments and investigate strategies for mediation and resolution with respect to diversity, equity, inclusion, and social justice. Additionally, you will evaluate various initiatives addressing educational conflict, mediation, and resolution. You will critique mediation techniques used during conflict resolution situations for achieving collaborative educational environments. Finally, you will synthesize the concepts of conflict, peace, and citizenship with regard to international and global education.

IEG-7400 - Globalization and International Education Policy

Semester Credits: 3 **Weeks:** 8
This course offers you a chance to evaluate international and global policy initiatives and analyze the influence of globalization on educational change. You will also determine organizational policy practices for implementing international and global education and relate policy development to organizational growth and change in international and global education. Finally, you will critique organizational strategic planning concerning globalization and international education.

IEG-7500 - Ethical Issues and Responsibilities in International and Global Education

Semester Credits: 3 **Weeks:** 8
In this course, you will critique theories relating to ethical practices and interpret the ethical implications of international and global educational practices. You will also assess the ethical implications of technology in

international and global education. You will validate how culture contributes to the ideas of truth and values and develop ethical practices affecting diversity, equity, inclusion, and social justice within international and global education.

IEG-7600 - Capstone: Theory and Leadership in International Education and Globalization

Semester Credits: 3 **Weeks:** 8
In this capstone course, you will synthesize leadership skills and behaviors fostering the enhancement of professional leadership competencies. You will evaluate leadership theories relevant to international and global education. You will also promote leadership skills for effective organizational functioning and assess international and global education leadership practices. Finally, you will advocate for leadership practices supporting diversity, equity, inclusion, and social justice in international and global education.

LED-6020 - Developing Groups and Teams

Semester Credits: 3 **Weeks:** 8
The formation and development of groups through effective leadership is the focus of this course. Team communication styles and roles within teams are examined. Strategies that foster creativity in groups are discussed. The impact of technology on teams and communication styles is evaluated. Students learn experientially about groups and teams and the impact of diverse ethical perspectives by participating in group activities and observing leadership in small groups.

LED-6030 - Leadership in the 21st Century

Semester Credits: 3 **Weeks:** 8
Examination of emerging forms of leadership, influence and power, chaos and collaboration. The course will analyze multiple organizations within the private and public sectors, and will draw upon diverse perspectives, ethical considerations and applied approaches. Participate in experiential approaches to learning leadership skills which may include the classroom as a temporary organization to be examined in real time.

LED-6050 - Conflict and Power Dynamics

Semester Credits: 3 **Weeks:** 8
Integration of the knowledge, skills, and abilities required to design, conduct, and evaluate effective conflict resolution and negotiation practices. Course topics include interpersonal and intra-group conflict resolution; persuasion, problem solving techniques and decision-making in conflict resolution; overcoming bias, anger, and retaliation. Students will develop leadership and dialogue skills used to navigate conflict situations, and begin to detect conflicts as potential clues of organizational challenges.

LSM-7000 - Ethics/Diversity in Athletics

Semester Credits: 3 **Weeks:** 8
This course analyzes the policies and principles surrounding ethics and diversity in intercollegiate athletics. Students will review Title IX and its impact in higher education, and assess strategies for developing human resource policies and principles in athletics that include social justice, diversity, equity, and inclusion. Finally, students will develop and evaluate strategies for ethical decision-making in athletic coaching and sport management.

LSM-7100 - Organization and Administration in Sport Management

Semester Credits: 3 **Weeks:** 8
This course will explore the organizational and administrative aspects of sport management. Students will investigate human resource strategies that impact personnel and students, and develop strategies to improve personnel performance in an athletic organization. In addition, students will evaluate the administrative operations, as well as the management of facilities of an athletic organization.

LSM-7200 - Analysis of Sport Performance

Semester Credits: 3 **Weeks:** 8
This course analyzes the methods and techniques used in evaluating athletic programs, sport teams, and individual performance. Students will develop evaluation strategies based on researched methods and data analysis and how these strategies are integrated into the duties of coaching. Finally, students will develop an evaluation process for continued recruitment and development of athletic talent.

LSM-7300 - Legal & Economic Aspects of Sports Management

Semester Credits: 3 **Weeks:** 8
This course examines the legal attributes of coaching and sports management as well as the economic factors that impact this field. Students will begin by synthesizing professional literature pertaining to the legal and economic structure of this field. Students will investigate risk management, liability, and negligence pertaining to coaching and sport management and will assess the issues related to compliance in recruitment, eligibility, aspects of the NCAA transfer portal, amateurism, and financial aid in intercollegiate athletics. Students will also examine economic trends and challenges facing sports administrators, and cultivate revenue resources in athletic departments.

LSM-7400 - Psych of Athletic Coaching

Semester Credits: 3 **Weeks:** 8
This course will examine the role psychology plays in athletic coaching. Students will appraise psychological factors that affect athletes, and recommend strategies to address behavioral disorders, including interventions, and individual and group coaching. Students will generate sport psychology training programs to address these factors in athletes.

LSM-7500 - Contemporary Issues in Athletics

Semester Credits: 3 **Weeks:** 8
This capstone course in athletic coaching and sport management will immerse students in authentic situations where students can apply the concepts covered in this program. Students will synthesize professional literature and apply concepts of athletic coaching and sport management, to create seminars and develop educational programs in the field. Students will evaluate the governance and organizational structure, as well as critic the rules and regulations associated with intercollegiate athletics.

LCT-5000 - Curriculum and Instructional Strategies

Semester Credits: 3 **Weeks:** 8
In this course, students will be provided with an overview of curriculum and instructional topics. Historical precedents involving policy and theories influencing the development and application of curriculum and instruction will be reviewed. Information and corresponding learning activities will be presented to support the current understanding of a quality curriculum and corresponding research-based best- instructional strategies. Accountability involving assessment and high-stakes testing as a supportive component to effective curriculum and instruction will be examined. Upon completion of the course, students will be better prepared to understand, develop, and apply curriculum, instruction, and assessment in the PK-12 classroom.

LCT-5001 - Principles of Teaching and Learning

Semester Credits: 3 **Weeks:** 8
In this course, students will analyze the influence of emotional, social, and cultural contexts affecting PK-12 student learning. Students will examine learning theories, instructional models, differentiated learning strategies, mindfulness, and research-based instructional decisions that inform PK-12 teaching practices.

LCT-5002 - Instructional Leader as Creator of Learning Culture in Curriculum and Teaching

Semester Credits: 3 **Weeks:** 8
In this course, students explore the knowledge, skill sets, and behaviors that enable instructional leaders in curriculum and teaching to establish and sustain learning cultures for both students and teachers in PK-12 schools

and classrooms. Outcomes include synthesizing a personal philosophy for leadership in curriculum and teaching along with various considerations about learning culture that teacher leaders must consider and facilitate.

LCT-5003 - Teaching, Learning, and Assessment Strategies and Principles

Semester Credits: 3 **Weeks:** 8
In this course, students will be provided with an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum, instruction, and assessment. Students will apply theories to practice, explore components of the curriculum, analyze current issues related to curriculum, evaluate learning theory, and integrate theory into curriculum components and practices. Topics include curriculum design and development, curriculum standards, and models of teaching and learning.

LCT-5004 - The Classroom: Managing and Organizing for Student Achievement and Engagement

Semester Credits: 3 **Weeks:** 8
In this course, students will explore theories, models, and strategies for effective classroom management and engagement for today's PK-12 classroom. Students will investigate research-based instructional practices for classroom management. A classroom management system will be developed and methods for engaging students in the classroom will be explored. Students will examine various ways to use positive reinforcement, restorative justice, and social emotional learning approaches for managing in the PK-12 classroom environment.

LCT-5005 - Instructional Leader as Advocate and Decision Maker in Curriculum and Teaching

Semester Credits: 3 **Weeks:** 8
In this course, students examine the role of instructional leader as decision maker. The importance of this particular role is grounded in the realization that the instructional leader articulates the vision that reflects the mission, core values, beliefs, and purpose of the educational enterprise. Additionally, the instructional leader's role as advocate is to support the development and maintenance of high standards of performance and achievement. As decision maker and standard bearer for the enterprise, the instructional leader models the way and leads by example.

LCT-7000 - Developing Instructional Strategies and Curriculum

Semester Credits: 3 **Weeks:** 8
In this course, you will analyze instructional strategies based on the principles of universal design for learning, including integrating strategies for providing multiple means through which PK-12 learners access the curriculum. You will plan instructional strategies for curriculum aligned to standards that support current educational requirements, including the use of technology to engage, comprehend, and express learning. You will also consider other educational issues, trends, and recommendations for change in the PK-12 classroom related to instructional strategies.

LCT-7100 - Dispositions of Learner and Teacher

Semester Credits: 3 **Weeks:** 8
In this course, you will examine dispositions of both learners and teachers. This examination will include the effect of dispositions on learner motivation, participation, and comprehension as well as the impact of teacher dispositions on overall learning and classroom culture. The course includes considerations for dispositions related to inclusivity, technology, social emotional development, and successful collaboration throughout community.

LCT-7200 - Design and Evaluation of Curriculum and Programs

Semester Credits: 3 **Weeks:** 8
This course starts with the distinction between curriculum and programs in K-12 education. While both are important, evaluation of each one is different. In addition to exploring evaluation processes, you will also examine the development of both curriculum and programs. This examination will incorporate theories, trends, and future directions, including technology recommendations to design and develop innovative curriculum for K-12 learning environments.

LCT-7300 - Theories and Applications of Instructional Strategies

Semester Credits: 3 **Weeks:** 8
You will take a closer look at instructional strategies in this course, with particular attention to supporting theories and practical applications in K-12 learning environments. You will assess learning theories that frame instructional strategies, including theories and frameworks for remote learning. You will recommend instructional strategies, justify approaches to inclusive instruction, and design inclusive learning experiences in K-12 education.

LHE-7100 - Leadership, Management, and Supervision in Higher Education

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the differences between leadership, management, and supervision as a context for the entire Leadership in Higher Education (LHE) specialization. You will ground your exploration in historical leadership trends and the importance of diversity, equity, and inclusion in higher education. You will examine the role of shared governance as well as managing change and conflict. Theoretical and applied considerations are included in the course.

LHE-7200 - Student Services in Higher Education

Semester Credits: 3 **Weeks:** 8
There are many functions within the area of higher education student services. You will explore these functions across the student lifecycle in a variety of delivery modalities. Some of the functions you will explore in this course include enrollment, advising, academic support, accommodations and modifications, as well as persistence and retention through to graduation. You will have the opportunity to examine these functions generally within higher education as well as specifically related to the context of your individual interests.

LHE-7300 - Legal Issues in Higher Education

Semester Credits: 3 **Weeks:** 8
Higher education institutions in the United States are bound by different legislation and regulation. There are also different types of institutional and programmatic accreditation that leaders must consider. In this course, you will explore the implications of these different accreditations, regulations, and legislation with specific attention to institutional self-studies and issues of copyright and fair use across different types of institutions.

LHE-7400 - Academic Program and Curriculum Development in Higher Education

Semester Credits: 3 **Weeks:** 8
The facilitation of learning is the core function of all institutions of higher education. As a leader in higher education, you need to know how this core function is designed and maintained. In this course, you will explore academic program planning and evaluation, theories and principles of curriculum development, assessment of student learning, and the value of open educational resources and co-curricular activities. You will be able to tailor your work in this course to your current or future institutional contexts.

LHE-7500 - Financial Considerations in Higher Education

Semester Credits: 3 **Weeks:** 8
Financial considerations in higher education can be complex. While accounting departments may be responsible for most of the details, higher education leaders need to understand the scope of the financial considerations across the institution. In this course, you will examine budget cycles and specific budgets of higher education institutions. You will explore sources of revenue, including financial aid, grants, and fundraising, and the regulations that govern these activities within higher education institutions in the United States. Throughout your examination, you will consider the role of fiscal accountability and related challenges.

LHE-7600 - Strategic Planning and Operations in Higher Education

Semester Credits: 3 **Weeks:** 8
The operational complexity of higher education institutions grows exponentially with the size of the institution. In this course, you will investigate the typical departments and processes before examining more specific operational aspects of higher education institutions, such as human resources, data-based decision making, institutional

effectiveness, environmental scanning, strategic planning, and continuous improvement. Your exploration will consider your specific interests in these topics and types of institutions.

MLB-5000 - Introduction to U.S. Law and Legal Systems

Semester Credits: 3 **Weeks:** 8
In this course students will examine how the legal system in the United States was created, and how it has changed over time. Students will be oriented to the sources and types of law, the process of creating and enforcing laws, and the methods of resolving legal conflicts. The course will introduce students to various substantive areas within the law and they will have the opportunity to read and interpret primary legal sources.

MLB-5010 - Legal Research, Writing, and Analysis

Semester Credits: 3 **Weeks:** 8
In Legal Research, Writing, and Analysis, students will learn the fundamentals of legal research, writing, and analysis. Students develop and execute research strategies and conduct searches through dedicated legal search engines to locate primary authority. Along with research methods, students will analyze legal concepts, and apply them through the process of legal writing. Students gain the skills and resources needed to communicate their research effectively.

MLB-5020 - Ethics and Professional Conduct

Semester Credits: 3 **Weeks:** 8
This course will examine the fundamental ethical and legal theories and issues that impact the business environment. This course will focus on specific ethical and legal rules that govern business practices, including whistleblower laws, privacy, technology, diversity, product liability, contracts, and intellectual property. In addition, the course will examine and analyze case studies that assist in identifying relevant ethical and legal standards within a business environment.

MLB-5030 - Civil Procedure and Litigation

Semester Credits: 3 **Weeks:** 8
Civil procedure is the roadmap that litigants, lawyers and judges use to navigate the civil legal system. Whether they are state-specific, or contained in the Federal Rules of Civil Procedure, the rules describe, among other things, how to commence a case, what the time frames are for answering a complaint or responding to a motion, and how to conduct a trial. This course explores how the rules provide guidance on all aspects of the civil case from pre-action filings through post-trial procedures. In this class, you will learn that civil procedure and litigation are inextricably intertwined because only by following proper procedure can one successfully commence a case, perform discovery, prepare for trial, pick a jury and then try the case.

MLB-5040 - Contract Law: Analysis and Drafting

Semester Credits: 3 **Weeks:** 8
In this course students will be introduced to the legal issues and fundamental building blocks related to contract formation, enforcement, avoidance and termination. Students will also examine the drafting and interpretation of certain common contractual provisions and the analysis of basic contract language.

MLB-5050 - Strategic Professional Communication

Semester Credits: 3 **Weeks:** 8
This course is offered to increase understanding and develop appreciation of communication processes in law and business. Topics covered include effective writing and speaking methodologies for a variety of audiences, interpersonal communication techniques within global legal and business environments, the utilization of effective tone and language in virtual and non-virtual settings and so on. Students will be expected to prepare and present business and law-related written assignments and oral presentations.

MLB-5100 - Healthcare Legal Compliance

Semester Credits: 3 **Weeks:** 8
This course will serve as an advanced study of leading-edge concepts and laws concerning the interaction and business between health care providers and those served in compliance. Topics will include ethical considerations, patient record requirements, confidentiality and informed consent, access to public health information, risk management, and health care fraud and abuse. Law cases in healthcare compliance will be examined. Readings will include the textbook and web-based resources.

MLB-5200 - Law and Organizational Management

Semester Credits: 3 **Weeks:** 8
In this course students will learn the fundamental questions and issues relating to the formation and organizational structure of a variety of business entities commonly used in the United States. Further, students will explore substantive areas of law and the regulatory environment that are often needed and encountered in operating a business.

MLB-5300 - Spanish for Professionals in Law and Business

Semester Credits: 3 **Weeks:** 8
This course provides a knowledge of basic Spanish terminology to assist professionals in the business and legal profession communicate with clients and other professionals, including a focus on Spanish vocabulary used in a range of legal and business situations. The course will be taught in English and will explore Spanish basic terminology, both in written and oral format, that deals with a range of professional and legal situations, including seeking employment, business travel, business, and legal correspondence, gathering client information, immigration law, real estate transactions, employment law, criminal and personal injury law, telephone, and office etiquette.

MLB-5310 - Immigration Law

Semester Credits: 3 **Weeks:** 8
In this course students will learn basics of immigration law in the United States. Students will learn about the historical development of U.S. immigration law from the founding to today and about the structure of the federal government and its role in establishing and implementing U.S. immigration law. Students will examine the sources of immigration law, the process of creating and enforcing it, and how it is applied in the workplace. Students will learn about important immigration concepts, such as admissibility, visas, citizenship, protection from harm, and removability. The course will introduce students to the various ways people come to the U.S., whether through nonimmigrant or immigrant visas, employment-based or family-based visas, or through entrepreneurship.

MLB-5400 - Intellectual Property

Semester Credits: 3 **Weeks:** 8
This course is a study of core areas of the business and legal aspects of intellectual property: trademark, trade secrets, patents and copyrights. It examines fundamental principles of these bodies of law, their underlying policies, and how the laws inter-relate. Specific focus will be upon ethical situations involving intellectual property. Students will also read cases and prepare briefs on areas related to the subject matter.

MLB-6000 - MLB Capstone

Semester Credits: 3 **Weeks:** 8
The capstone course is designed not as an end to a journey but the beginning. It is a case-based approach, grounded in business and legal literature and study that allows the student to come full circle in his/her scholastic journey. The student will research and provide written analyses on various topics in legal and business fields including but not limited to contracts, torts, etc. In this way the student will demonstrate his/her ability to integrate practical skills and theoretical knowledge obtained in earlier courses. Activities include the drafting of case briefs.

PAC-5010 - Privacy Law and Data Protection

Semester Credits: 3 **Weeks:** 8
This course will help students acquire a solid knowledge of the statutory landscape in the U.S. Students will explore

the practical aspects of navigating complex privacy requirements to better understand privacy laws and data protection. Students will evaluate best practices and historical context to protect an organization and safeguard P.I.

PAC-5020 - Internal and External Compliance

Semester Credits: 3 **Weeks:** 8
This course will explore the strategies for assessing risks and managing compliance functions. Students will be introduced to compliance programs that address an organization's specific risk profile. The impact of a robust and ethical compliance program will be explored. Students will evaluate formal compliance programs and recommend practical strategies to create compliance policies and procedures that address and prevent corruption.

MBA-5102 - Changing Times - Business in the 21st Century

Semester Credits: 3 **Weeks:** 8
In this course, you will consider the impact of current trends such as 21st century leadership related to globalization and sustainability through the utilization of management and technology tools. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MBA-5110 - Managing People and Teams

Semester Credits: 3 **Weeks:** 8
This course is designed to prepare you to lead in today's global environment. You will examine concepts and strategies regarding global leadership. You will acquire skills relevant to managing human capital and teams, ethical decision-making, navigating organizational change, and budgeting/allocating resources across borders and cultures.

MBA-5121 - Managerial Decision-Making

Semester Credits: 3 **Weeks:** 8
This course is designed to help you develop the understanding, skills, and cognitive processes that managers utilize for effective decision-making. This includes assessing the factors that influence effective business decisions in the global business environment. You will learn practical problem-solving and critical thinking in their analysis of real-world business scenarios, selection of tools and techniques, and identification of problems, opportunities, and solutions. You will also explore how information technology can provide effective decision support for complex business issues.

MBA-5130 - Managing Business Finances

Semester Credits: 3 **Weeks:** 8
In this course, you will review procedures, process, and tools to effectively manage business finances. You will apply and practice these concepts in a wide range of simulated business and managerial situations. Topics include; Business and managerial economics, profit and loss, understanding financial reports, financial risk analysis, asset valuation, budgeting, managerial and financial accounting, financial ethics, and cost management. You will practice using financial tools and case studies to aid in your analysis and financial decision-making.

MBA-5140 - Operations Management

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to operations management principles, including planning, organizing, coordinating, and controlling all the resources needed to produce a company's goods and services related to business strategy. You will learn how to assess effective business operations utilizing a global supply chain with diverse and geographically-dispersed suppliers and customers. You will also examine how information systems affect operational productivity, competitiveness, automation of business processes, and Internet-based commerce.

MBA-5150 - Innovation and Marketing

Semester Credits: 3 **Weeks:** 8
The competitive marketplace gives consumers choices. Marketers need to understand the dynamic nature of consumers' needs and wants, gather relevant data, conduct analyses of both consumers and the competition. To

maintain their competitive edge, marketers need to launch innovative products at opportune times. In this course, you will research what makes a product innovative and the challenges marketers face to make innovative products available in the marketplace with the right marketing mix and effective marketing strategies. You will study the need for performance measures to determine if marketing objectives will be met in a timely manner.

MBA-6010 - Strategic Planning

Semester Credits: 3 **Weeks:** 8
You will develop skills to effectively formulate strategic plans utilizing R&D, marketing, production, finance, human resources, and TQM to determine strengths and weaknesses. This will include the use of SWOT and PEST analysis techniques for assessing market position and direction for growth.

MSOL-5000 - Leadership Development and Practice

Semester Credits: 3 **Weeks:** 8
In this course, you will begin to develop and enrich your leadership skills, while exploring historical trends in management through the lens of leadership theories and behaviors. In the leadership role, you will analyze and apply concepts and models to real organizational situations. Through self-assessments, explore your own leadership style, skills, and goals to create a personal leadership profile that will grow throughout the program.

MSOL-5102 - Ethics and Decision Making

Semester Credits: 3 **Weeks:** 8
In this course, you will continue your journey of leadership development through introspective reflection, examining your personal/organization values in business and societal settings. You will develop skills in ethical decision making to further enhance organizational performance and goal achievement.

MSOL-5103 - People, Processes, and Organizational Health

Semester Credits: 3 **Weeks:** 8
Today's organization is immersed in a competitive and dynamic environment requiring adaptive organizational structures to increase capacity and create a framework for development and growth. Within the organizational environment, leaders must be equipped to resolve conflict. The emphasis in this course is on leadership and relationship styles among individuals within the organization. You will develop skills needed to lead diverse teams, develop others, and apply strategies to create a culture of continuous improvement.

MSOL-5104 - Leadership: Change, Crises, and Communication

Semester Credits: 3 **Weeks:** 8
Leading change is one of the most important and difficult challenges facing any leader. This course is an introduction to the role of leadership in managing change and responding to organizational crises. As a leader, you will analyze strategies for managing change as a constant state, evaluate situations for potential crises, and develop proactive approaches for crisis management. Effective communication strategies are key to successfully leading through these situations.

MSOL-5105 - Leadership and Organization Strategy

Semester Credits: 3 **Weeks:** 8
Organizational strategy is impacted by increasing globalization, uncertainty in the marketplace, and disruptive innovation. Leaders must respond by creating an organizational learning culture to promote strategic innovation, and adapt and grow in a constantly changing environment. This course helps you build the capacity for strategic leadership to meet organizational challenges. In the role of leader, you will learn to develop leadership strategies, skills, and tools required for creating a plan to reinforce organizational strategies and competitive growth.

MSOL-5106 - Understanding Data

Semester Credits: 3 **Weeks:** 8
You will learn to use data analytics that can be used for leadership development to guide your decisions, set

priorities, and determine where to invest your times and resources. You will also utilize data analytics to assess an organization's ability to effectively use data to compete in the 21st century marketplace.

MSOL-5110 - Capstone Professional Project

Semester Credits: 3 **Weeks:** 8

In this capstone course, you will have the opportunity to apply the concepts and principles that you have learned throughout your Master of Science in Organizational Leadership program, after you first identify a challenge or issue that you choose to investigate, utilizing an organization that you are familiar with. This can include issues of diversity and awareness, communication problems, leadership issues, and conflict, to name a few. You will begin by recognizing the applicable stakeholders and then use relevant knowledge and data to construct a plan for addressing and resolving the challenge. The project will culminate in the creation of an assessment strategy for evaluating plan results. An important component of this course is a comprehensive self-analysis of your preparedness to act in a leadership role including an understanding of your own bias', through the finalization of your Personal Leadership Profile that you have been working on throughout your degree program.

MSOL-5801 - The Nonprofit Sector: History, Trends, and Theories

Semester Credits: 3 **Weeks:** 8
The nonprofit sector in the U.S. dates back to the 1970s, but charitable organizations have a much richer history. An overview of the nonprofit sector, its origins and connection to public policy in the U.S., current trends and the future of the sector, and the concepts of nonprofit theory are explored in this course.

MSOL-5802 - Nonprofit Strategic Management and Leadership

Semester Credits: 3 **Weeks:** 8
Strategic management is the discipline of ongoing planning, implementation, and measurement across an organization to fulfill its mission and goals. Nonprofit leaders engage in strategic management to navigate through dynamic internal and external environments and serve their stakeholders. In this course, you will explore the purpose and process of strategic management to analyze the leadership and planning that needs to be done, explain viable ways to do the work, and determine how the accomplishment of goals can be measured.

MSOL-5803 - Philanthropy and Fundraising in Nonprofits

Semester Credits: 3 **Weeks:** 8
Nonprofit sustainability requires complex fundraising programs and effort, and the philanthropy of individuals and organizations, public and private. The dynamic nature of today's donor markets, the impact they have on philanthropic behavior, and the ethics and accountability required of nonprofits and their fundraisers are explored in this course.

MGT-6030 - Business Operations Management

This course presents a customer-oriented view of operations within an organization. Guided by the organization's strategic plan, operations deliver the products and services to the customers. This course explores how this delivery is accomplished with efficiency and effectiveness. Components of the course include issues of quality, physical design, and systems management.

MGT-6080 - Info & Supply Chain Systems

Semester Credits: 3 **Weeks:** 8
Students focus on major corporate applications of information technology, learning how business decisions are facilitated by these tools. Specific applications include the effective and efficient management of projects, inventory and transportation. The course concludes with the evolution of logistics into the broader scope of supply chain management, focusing on how enterprise-wide information systems enable this cross-functional, inter-firm collaboration that leads to new competitive advantages.

MGT-7006 - Advanced Topics in Organizational Behavior

Semester Credits: 3 **Weeks:** 8
Doctoral students will investigate organizational behavior (OB) and the impact individuals, groups, and structure have on behavior within an organization. Students will specifically focus on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. Students will also study OB and the tools for guiding the productivity of others, predicting human behavior at work, and the perspectives needed to manage individuals from diverse backgrounds.

MGT-7019 - Ethics in Business

Semester Credits: 3 **Weeks:** 8
Organizations can no longer ignore ethics and social responsibility, including the green movement. Ethics are required by local, state, and federal legislation, and today, more than ever, stakeholders at organizations are being held accountable for their actions and societal harm. Therefore, academic integrity must be carried out from the classroom to the place of business. In a case study format, students in this course will learn about current laws, their applications to business, and how to maintain an ethical perspective within the context of a global framework.

MGT-7022 - Advanced Topics in Organizational Development

Semester Credits: 3 **Weeks:** 8
Students in this course will synthesize and assess present theories and research results related to organizational development. Among many topics identified, students will assess organizational behavior in all sized businesses, evaluate group think and group behavior, and weigh structure and design of businesses for success.

MGT-7110 - Leadership in Organizations

Semester Credits: 3 **Weeks:** 8
You will increase your understanding, comprehension, and synthesis of leadership constructs. You will also learn how to investigate leadership roles, styles, philosophies, and behavior in organizations. You will explore the qualities of leadership through the presentation of new models dealing with high-performance leadership. This course presents a broad survey of leadership theory and research on informal organizations. You will ultimately learn what makes a person an effective and influential leader.

MVO-5001 - Virtual Leadership & Team Management

Semester Credits: 3 **Weeks:** 8
In this course you will acquire skills and gain knowledge of how to a become virtual team leader by examining concepts of leadership, team dynamics, and effective management in a virtual environment.

MVO-5002 - Building Virtual Teams & Trust

Semester Credits: 3 **Weeks:** 8
In this course you will continue your journey of learning to lead virtual teams through strategies of building trust and cohesiveness. You will learn about the role of emotional intelligence and methods of assessing accountability, as well as exploring cross-culture and diversity issues, and managing conflict. In the role of virtual leader, you will analyze and apply concepts and knowledge gained through course resources to real virtual organization situations to create a climate of trust that promotes shared respect, honesty, and open communication.

MVO-5003 - Legal & Other Implications in a Virtual Organization

Semester Credits: 3 **Weeks:** 8
In this course, you will evaluate legal and other implications that exist in the virtual environment. This course builds on the fundamentals of virtual teams and individual and group behavior to examine how virtual teams and organizations can be affected by laws, policies, regulations, and other legal considerations. You will assess different risk mitigation strategies and examine specific cases regarding virtual organizations. You will engage in virtual exercises to experience ethical and mindful ways to engage in the virtual environment. You will also explore performance measures and productivity in virtual organizations.

MFT-5101 - Foundations for Graduate Study in Marriage and Family Therapy

Semester Credits: 3 **Weeks:** 12
Students will complete the course with a better understanding of systems theory concepts and the role of systemic dynamics within diverse populations. This course is also an orientation to the University and to the essential skills needed to pursue a Master of Arts degree in Marriage and Family Therapy. Graduate-level skills, such as goal building, time management, academic integrity, effective use of the University Library, the use of APA form and style in professional communication, and critical thinking skills are introduced.

MFT-5102 - Legal, Ethical and Professional Development in Marriage and Family Therapy

Semester Credits: 3 **Weeks:** 12
This course focuses on legal and ethical issues in the profession of marriage and family therapy and the practice of individual, couple, and family therapy. It is designed to assist students in developing their professional identity and to facilitate appropriate decision-making when faced with legal and ethical dilemmas in their future clinical work.

MFT-5103 - Systemic Evaluation and Case Management

Semester Credits: 3 **Weeks:** 12
This Master's level course provides you with an opportunity to review various assessment and evaluation tools utilized by marriage and family therapists for clinical and research purposes. You will receive an overview of psychological test construction, administration, and interpretation in both traditional and telehealth settings. In addition to systemic evaluation measures for individuals, couples, and families, you will learn how to conduct a needs assessment and standard case management methods, including identifying and aligning clients with appropriate community resources. You are also invited to consider diversity as one of the fundamental components of a successful and productive evaluation.

MFT-5104 - Treatment Planning and Traditional Family Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course provides students with a strong foundation in classic and intergenerational models in the field of Marriage and Family Therapy. To deepen this understanding of these models, the course also focuses on their application through theory-based treatment planning. The course is designed to allow students to gain a deeper awareness of the important relationship between theory and practice through the study and application of theory to client situations. The two primary areas of focus in this course are: 1) understanding the Classic Models of the field and; 2) the development of theoretically consistent treatment plans that include attention to the diversity of influences on family life using therapeutic models that purposefully address such influences.

MFT-5105 - Recovery-Oriented Care and Postmodern Family Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course focuses on post-modern models and treatment trends in marriage and family therapy including the philosophy of social constructionism and the narrative, solution focused, and collaborative models, and the recovery model. Course content will enable you to conceptualize and distinguish recent epistemological issues and address contemporary conceptual directions in the field of marriage and family therapy. You will complete short essays, case studies, and assorted assignments to address a wide variety of presenting clinical problems and issues such as gender and racial diversity and discrimination, feminism, substance abuse, and recovery from mental illness.

MFT-5106 - Research Methods and Evidence Based Practice

Semester Credits: 3 **Weeks:** 12
This course provides students with an understanding of clinical research methods and design. In addition, it addresses the relevance of research to students' clinical work. Students will investigate existing research and research methods used in marriage and family therapy, both quantitative and qualitative. Ethical issues and considerations in research will also be addressed, as well as learning to critically evaluate existing research. A primary aim of the course is to help students become evidence-based practitioners.

MFT-6101 - Human Development and Family Dynamics Across the Lifespan

Semester Credits: 3 **Weeks:** 12
This course will include content on individual and family development across the lifespan. This human development course has specific emphasis given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy. Students will assess the issues related to human development and lifespan using a systems-based perspective.

MFT-6102 - Psychopathology, Diagnosis, and Systemic Treatment

Semester Credits: 3 **Weeks:** 12
Using a relational/systemic perspective, this course will address the traditional psychiatric diagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus of the course content is on the assessment and treatment of major mental health issues outlining the comparison between the psychiatric diagnostic classification system and relational systems-based approaches.

MFT-6103 - Cultural Diversity, Gender, and Family Development

Semester Credits: 3 **Weeks:** 12
This course addresses issues related to diversity, equity, power, privilege, and oppression as they relate to culture and social location, including but not limited to ethnicity, gender, nationality, race, religion, sexual orientation, disability, and spirituality. Each of these characteristics is examined with respect to the relevance they have to the profession and practice of marriage and family therapy. You will examine systemic therapeutic approaches, as well as self of the therapist contexts that influence their ability to address diverse issues presented by a variety of clients. In addition students will appraise ethical dilemmas in the framework of cultural competency.

MFT-6104 - Family Therapy with Children

Semester Credits: 3 **Weeks:** 12
This course provides an overview of systems-based theories and models that could be utilized by MFTs while working with children and their families. Course material will also address specific topics necessary to consider while providing therapeutic services, such as ethical dilemmas related to minors, opportunities of collaboration with extra-therapeutic systems, and possibilities of developing parenting strategies sensitive to the diverse population served by MFTs. Facilitating child involvement in the therapeutic process for families will be addressed as well.

MFT-6105 - Couple and Sex Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course provides students with an opportunity to develop their personal model of therapy for working with couples with a variety of issues, such as differing values and sexual dysfunction. Through the study of several models of couples therapy and sex therapy, students will focus on assessment of couples' dynamics, goal setting, and potential interventions. Special consideration will be given to diversity and ethical issues throughout the course.

MFT-6106 - Families in Crisis

Semester Credits: 3 **Weeks:** 12
This course will examine contemporary crisis-related issues in marriage and family therapy to include the intersections of gender, violence, trauma, substance abuse, suicide, chronic illness, infidelity and infertility. The focus will be on the effects of trauma and stress on family life and relationships and the assessment and treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. Collaborative care, referral process, and community networking will be addressed considering the unique needs of the trauma population. Vicarious trauma and resilience will also be examined, with an emphasis on self-care for MFTs working with families in crisis. Ethical issues pertaining to the trauma work will be addressed.

MFT-6107 - Adult Psychopathology and Systems Thinking

Semester Credits: 3 **Weeks:** 12
The course explores the concepts of psychopathology. Students will study different perspectives on what constitutes mental health, mental illness, and abnormal behavior and consider how research and assessment are applied to the field of abnormal psychology. Various diagnostic categories will be examined as well as the etiology dynamics, prevention, and treatment of abnormal behavior, including systems-based family interventions.

MFT-6109 - Sex Therapy in MFT

Semester Credits: 3 **Weeks:** 12
This course provides an overview of systems-based theories and models that can be utilized by MFTs in the assessment and treatment of sexual disorders and dysfunction. The course materials will address physiological and psychological aspects of human sexuality, along with relevant issues such as ethical dilemmas in sex therapy and implications of diversity for sex therapy.

MFT-6111 - Systemic Interventions in Addictions

Semester Credits: 3 **Weeks:** 12
This course provides an overview of a variety of systemic approaches which can be used to treat addiction. Students will be expected to consider self-of-the-therapist issues and diversity concerns as it relates to exposure to and treatment of addiction. A variety of addictive substances will also be introduced to help students understand the issues related to long-term and short-term effects of various classes of substances and the withdrawal symptoms which may be experienced by clients. Ethical issues, which present themselves when working as an MFT within the field of addictions, will also be explored.

MFT-6112 - Fundamentals of Psychopharmacology

Semester Credits: 3 **Weeks:** 12
This Master's level course is designed to teach the basics of clinical psychopharmacology for marriage and family therapists. Students will consider how psychotropic medications affect specific populations such as children and older clients. Students will draw from DSM-5 diagnostic criteria as it applies to treatment decision-making and medications. Neuroscience research on psychopharmacology treatment will be reviewed and ethical implications will be discussed.

MFT-6113 - Assessing and Treating Family Violence

Semester Credits: 3 **Weeks:** 12
This course provides an overview of systemic and trauma-informed models for treating family violence. Theories and research on the causes and consequences of family violence will also be explored. Additionally, students will consider how to approach family violence with cultural sensitivity and reflect on ethical dilemmas that commonly present when treating family violence.

MFT-6115 - Emotionally Focused Couples Therapy

Semester Credits: 3 **Weeks:** 12
This Master's level course will familiarize students with the theory, concepts, and application of emotionally focused couple therapy (EFT). Theoretical and conceptual emphasis will be placed on the role that attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma. The application will focus on the steps of emotionally focused therapy and the interventions that a therapist uses in the process. Students will also review how EFT prompts clinicians to address the questions related to the diversity and ethical dilemmas potentially encountered in clinical practice.

MFT-6115 - Family Violence: Assess & Tx

Semester Credits: 3 **Weeks:** 8
This course provides an overview of systemic and trauma-informed models for treating family violence. Theories and research on the causes and consequences of family violence will also be explored. Additionally, you will

consider how to approach family violence with cultural sensitivity and reflect on ethical dilemmas that commonly present when treating family violence.

MFT-6116 - Systemic Treatment of Infidelity and Sex Addiction

Semester Credits: 3 **Weeks:** 12
This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Assessment and treatment in the context of marriage and family therapy will be explored. In addition, attention will be given to the effects of the Internet on infidelity and sex addiction, as well as ethical and diversity considerations in the framework of the systemic treatment of addictions.

MFT-6118 - Gerontology and Systemic Intervention Master's

Semester Credits: 3 **Weeks:** 12
This course provides a foundation for the practice of marriage and family therapy with older adults and their family members. Students will review the biological, psychological, and social aspects of aging. In order to apply systemic assessment and interventions with this population. Attention is given to the unique concerns for aging clients including long-term care, caregiver relations, end-of-life decisions, and socioeconomic stress. Ethical practices related to these contexts will be discussed, such as how to address ageism and ensure the safety of older clients.

MFT-6201 - California Law and Professional Ethics

Semester Credits: 3 **Weeks:** 12
The course focuses on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. In this course, you will examine contemporary professional ethics and laws regarding the scope of practice, therapeutic, and clinical considerations involving the legal and ethical practice of MFTs. You will also review mandated reporting laws, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, risk assessments for patients, and the treatment of minors with and without parental consent. In addition, you will explore topics pertaining to professional identity, including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process.

MFT-6203 - Human Sexuality

Semester Credits: 3 **Weeks:** 12
Students in this course will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, attraction, intimacy, love, sexuality education, and legal issues related to sexuality. Students will apply this information to the practice of Marriage and Family Therapy.

MFT-6301 - Foundations in MFT

Semester Credits: 3 **Weeks:** 12
In this course, students will be introduced to the foundational components of systems theory and how they can be applied to an understanding of relational dynamics. Students will also have an opportunity to learn strategies for success as a graduate student here at National University. Topics such as critical analysis of scholarly publications, understanding academic integrity through the proper use of APA formatting and citations, important clinical skills like self-of-the-therapist, and fostering a safe and respectful space for clients from all backgrounds will be covered in this course.

MFT-6302 - Traditional Family Therapy

Semester Credits: 3 **Weeks:** 8
In this course, you will begin to learn about the use of theory in Marriage and Family Therapy. Theory guides practice and helps therapists chart the course of therapy with their clients. Understanding the role of theory in therapy is vital to practice of MFT. In this course you will be introduced to several theories (models) which

represent the first generation of MFT theories developed for our field and are still widely used today. In addition to learning about the theories, you will also learn about how to apply theory to client issues using the process of treatment planning.

MFT-6303 - Postmodern Family Therapy

Semester Credits: 3 **Weeks:** 8
In this course, you will learn about theories that have helped grow the field of marriage and family therapy from its roots in the 1950s to current practice. In this course, you will learn about the evolution of therapeutic models from the modernist models to the postmodern models of therapy. Specifically, you will learn about how the field of MFT has transformed to focus on social constructionism and the importance of client-centered approaches. This course will introduce several therapeutic approaches which are widely used today, as well as the concept of recovery, which helps guide our work with both individuals and families.

MFT-6304 - Cultural Diversity in MFT

Semester Credits: 3 **Weeks:** 8
This course addresses issues related to diversity, equity, power, privilege, and oppression as they relate to culture and social location, including but not limited to, ethnicity, gender, nationality, race, religion, sexual orientation, disability, and spirituality. Each of these characteristics is examined with respect to the relevance they have to the profession and practice of marriage and family therapy. You will examine systemic therapeutic approaches as well as self of the therapist contexts that influence your ability to address diverse issues presented by a variety of clients. In addition, you will appraise ethical dilemmas in the framework of cultural competency.

MFT-6305 - Systemic Evaluation

Semester Credits: 3 **Weeks:** 8
During this course, you will build on the theoretical knowledge you have acquired in previous courses and begin to prepare for your clinical practicum. The first step in all therapy sessions is some form of assessment. As a systemic therapist, you use a variety of assessment processes and tools that directly guide your work with clients. This course will expose you to major MFT assessment tools and inform you about how to choose the needed tool or process to address the clinical need. Additionally, it is also important that you collaborate with other professionals who may be able to provide forms of assessment that require specialized training.

MFT-6306 - Ethics in MFT

Semester Credits: 3 **Weeks:** 8
This course focuses on legal and ethical issues in the profession of marriage and family therapy and the practice of individual, couple, and family therapy. It is designed to assist you in developing your professional identity and to facilitate appropriate decision-making when faced with legal and ethical dilemmas in your future clinical work.

MFT-6306CA - MFT CA Ethics

Semester Credits: 3 **Weeks:** 8
This course is designed specifically for students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course focuses on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. The course includes content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, if the patient is dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process.

MFT-6307 - Psychopathology

Semester Credits: 3 **Weeks:** 8
Using a relational/systemic perspective, this course will address the traditional psychiatric diagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM) with a special emphasis on client disorders that have an increased likelihood of presenting in a marriage and family therapy practice. The focus of the course content is on the assessment and treatment of major mental health issues outlining the comparison between the psychiatric diagnostic classification system and relational systems-based approaches.

MFT-6308 - Lifespan and Human Development

Semester Credits: 3 **Weeks:** 8
This course will introduce you to content on individual and family development across the lifespan. This course emphasizes developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy. You will assess the issues related to human development and lifespan using a systems-based perspective.

MFT-6309 - Couples and Sex Therapy

Semester Credits: 3 **Weeks:** 8
This course gives students an opportunity to develop their personal therapy model for working with couples with various issues, including differing values and sexual dysfunction. Through the study of several models of couples therapy and sex therapy, students will focus on assessment of couples' dynamics, goal setting, and potential interventions. Special consideration will be given to diversity and ethical issues throughout the course.

MFT-6310 - Research Methods

Semester Credits: 3 **Weeks:** 8
This course provides you with an understanding of clinical research methods and design. In addition, it addresses the relevance of research to students' clinical work. You will investigate existing research and research methods used in marriage and family therapy, both quantitative and qualitative. Ethical issues and diversity-related considerations in research will also be addressed, as well as learning to critically evaluate existing research. A primary aim of the course is to help you become an evidence-based practitioner.

MFT-6311 - Adult Systemic Psychopathology

Semester Credits: 3 **Weeks:** 8
The course explores the concepts of psychopathology. You will study different perspectives on what constitutes mental health, mental illness, and abnormal behavior and consider how research and assessment are applied to the field of abnormal psychology. Various diagnostic categories will be examined as well as the etiology dynamics, prevention, and treatment of abnormal behavior, including systems-based family interventions.

MFT-6312 - Sex Therapy in MFT

Semester Credits: 3 **Weeks:** 8
This course provides an overview of systems-based theories and models that can be utilized by MFTs in the assessment and treatment of sexual disorders and dysfunction. The course materials will address physiological and psychological aspects of human sexuality, along with relevant issues such as ethical dilemmas in sex therapy and implications of diversity for sex therapy.

MFT-6313 - Systemic Addictions Interv

Semester Credits: 3 **Weeks:** 8
This course provides an overview of a variety of systemic approaches which can be used to treat addiction. You will be expected to consider self-of-the-therapist issues and diversity concerns as it relates to exposure to and treatment of addiction. A variety of addictive substances will also be introduced to help students understand the issues related to long-term and short-term effects of various classes of substances and the withdrawal symptoms which may be experienced by clients. Ethical issues, which present themselves when working as an MFT within the field of addictions, will also be explored.

MFT-6314 - Psychopharmacology Fundamental

Semester Credits: 3 **Weeks:** 8
This course is designed to teach the basics of clinical psychopharmacology for marriage and family therapists. You will consider how psychotropic medications affect specific populations, such as children and older clients. You will draw from DSM-5 diagnostic criteria as it applies to treatment decision making and medications. Neuroscience research on psychopharmacology treatment will be reviewed, and ethical implications will be discussed.

MFT-6315 - Family Violence: Assess & Tx

Semester Credits: 3 **Weeks:** 8
This course provides an overview of systemic and trauma-informed models for treating family violence. Theories and research on the causes and consequences of family violence will also be explored. Additionally, you will consider how to approach family violence with cultural sensitivity and reflect on ethical dilemmas that commonly present when treating family violence.

MFT-6316 - Emotionally Focused Couples Tx

Semester Credits: 3 **Weeks:** 8
This course will familiarize you with the theory, concepts, and application of emotionally focused couple therapy (EFT). Theoretical and conceptual emphasis will be placed on the role that attachment and attachment injuries play in couple interaction and how interactional cycles of the relationship are impacted by individual fears, unmet needs, and trauma. The application will focus on the steps of emotionally focused therapy and the interventions that a therapist uses in the process. You will also review how EFT prompts clinicians to address the questions related to the diversity and ethical dilemmas potentially encountered in clinical practice.

MFT-6317 - Infidelity & Sex Addiction Tx

Semester Credits: 3 **Weeks:** 8
This course will examine the individual, family, and societal issues pertaining to infidelity and sex addiction. Assessment and treatment in the context of marriage and family therapy will be explored. In addition, attention will be given to the effects of the internet on infidelity and sex addiction, as well as ethical and diversity considerations in the framework of the systemic treatment of addictions.

MFT-6318 - Systemic Gerontology

Semester Credits: 3 **Weeks:** 8
This course provides a foundation for the practice of marriage and family therapy with older adults and their family members. Students will review the biological, psychological, and social aspects of aging. In order to apply systemic assessment and interventions with this population. Attention is given to the unique concerns for aging clients including long-term care, caregiver relations, end-of-life decisions, and socioeconomic stress. Ethical practices related to these contexts will be discussed, such as how to address ageism and ensure the safety of older clients.

MFT-6319 - Human Sexuality

Semester Credits: 3 **Weeks:** 8
In this course you will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, attraction, intimacy, love, sexuality education, and legal issues related to sexuality. You will apply this information to the practice of Marriage and Family Therapy.

MFT-6320 - Family Therapy with Children

Semester Credits: 3 **Weeks:** 8
This course provides an overview of systems-based theories and models that could be utilized by MFTs while working with children and their families. Course material will also address specific topics necessary to consider while providing therapeutic services, such as ethical dilemmas related to minors, opportunities of collaboration with extra-therapeutic systems, and possibilities of developing parenting strategies sensitive to the diverse population served by MFTs. Facilitating child involvement in the therapeutic process for families will be addressed as well.

MFT-6321 - Families in Crisis

Semester Credits: 3 **Weeks:** 8
This course will examine contemporary crises encountered in marriage and family therapy, including potential intersections of gender, violence, trauma, substance abuse, suicide, chronic illness, infidelity and infertility. The focus will be on the effects of trauma and stress on family life and relationships and the assessment and treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. Collaborative care, referral process, and community networking will be addressed considering the unique needs of the trauma population. Vicarious trauma and resilience will also be examined, with an emphasis on self-care for MFTs working with families in crisis. Ethical issues pertaining to trauma work will be addressed.

MFT-6322 - Couple Tx: History & Theory

Semester Credits: 3 **Weeks:** 8
This course involves a look at the development of couples and their relationship cycle. The course will incorporate an overview of different issues that present in couples' relationships and examine the couple's dynamics through a lens of diversity. You will learn about different models of couple's therapy and assessments pertaining to couple therapy. In addition, you will learn about the importance of creating a therapeutic alliance with the couples.

MFT-6323 - Couple Tx: Clinical Tx

Semester Credits: 3 **Weeks:** 8
This course involves an in-depth study of specific issues pertaining to couple therapy and couple sexuality. Topics will focus on the issue of sexual addiction, sexual violence, domestic violence, and infidelity considered through various cultures lenses, such as religiosity and spirituality, ethnicity, and socio-economic status. Specific attention will be also paid to the examination of diverse couple's contexts, including LGBTQ and military couples. After finishing the course, you will be able to appraise diverse system-based therapy approaches and theoretical frameworks that could be used while addressing the presented topics.

MFT-6324 - Military Family Hist. & Theory

In this course, you will understand the importance of mental health professionals providing psychotherapy to active-duty service members, veterans, and their families. You will gain knowledge of military culture and organization. You will focus on characteristics of the military family that distinguish it as a separate cultural entity. Students will explore military culture from multiple perspectives including service members, military families, and health care providers. You will receive an overview of issues experienced by this population and familiarize themselves with theories and evidence-based models developed to address challenges experienced by military families. In addition, you will learn about the larger system of service provision including TRICARE and Veterans Administration.

MFT-6325 - Military Families: Clinical Tx

Semester Credits: 3 **Weeks:** 8
This course involves in-depth study of specific issues faced by military service members, veterans, and their families and specific systems-based treatments used by MFTs to address these challenges. Course topics include influence of combat deployment on service members and veterans, including issues such as post-combat traumas (e.g., PTSD, TBI, sexual assault), risky behaviors (suicidality and substance abuse); and consideration of mental health issues that develop prior to or after deployment. Challenges involving the whole military family, such as demands of deployment and domestic violence, will also be explored. While studying these topics, you will pay particular attention to the issues of confidentiality and consider ethical dilemmas pertaining to military family therapy practice. In addition to being engaged in learning about various challenges present in military families, you will also explore the resilience framework and systems-based understanding of the military families' environment.

MFT-6326 - 1st Responders Hist. & Theory

Semester Credits: 3 **Weeks:** 8
In this course, you will demonstrate an understanding of the importance of mental health professionals providing

psychotherapy to first responders and their families, including law enforcement officers, firefighters, paramedics, dispatchers, and emergency medical personnel. You will gain knowledge of first responder cultures and organizations while focusing on the distinctive qualities of first responder families that set them apart as a collective group with shared, yet unique, cultural identities. You will explore responder culture from multiple perspectives including first responders, first responder families, and health care providers. You will receive an overview of issues experienced by this population and familiarize yourself with theories and evidence-based models developed to address challenges experienced by first responder families. In addition, you will learn about the larger systems of service provision for first responders and their families.

MFT-6327 - 1st Responders: Clinical Tx

Semester Credits: 3 **Weeks:** 8
This course involves in-depth study of specific issues faced by first responders and their families and specific systems-based treatments used by MFTs to address these challenges. Course topics include: the impact of emergency service duties on first responders, including issues such as post-incident traumas (e.g., PTSD, acute stress, and moral injury), risky behaviors (suicidality and substance abuse); and consideration of mental health issues that develop as a result of their service. Challenges involving the whole first responder family, such as demands of the profession and the impact on the family system, will also be explored. While studying these topics, you will pay particular attention to the issues of confidentiality and consider ethical dilemmas pertaining to first responder family therapy practice. In addition to being engaged in learning about various challenges present in first responder families, you will also explore the resilience framework and systems-based understanding of the first responder families' environment.

MFT-6328 - Med. Fam. Tx: History & Theory

Semester Credits: 3 **Weeks:** 8
This course is an introductory survey of professional literature and resources related to the MFT sub-specialty of medical family therapy (MedFT) as well as the practice of integrated/collaborative behavioral healthcare. The course includes an emphasis on the theoretical basis for MedFT, the clinical skills necessary to practice in integrated/collaborative healthcare settings, as well as contextual factors unique to medical family therapy.

MFT-6329 - Med. Fam. Tx: Clinical Tx

Semester Credits: 3 **Weeks:** 8
In this course you will be oriented to the broad spectrum of influences and implications of health, illness, and healthcare relevant to the practice of medical family therapy (MedFT). An understanding of biopsychosocial assessment and intervention, patient and families' experiences of illness, understanding of pertinent medical issues, comparing of medical ethics and AAMFT Code of Ethics, attuning to sociocultural issues, and collaborating with medical professionals will be explored. In addition, the emphasis is placed on the exploration of the illness stories of the patients, families, and therapists working in the realm of the medical family therapy practice.

MFT-6330 - LGBTQ Therapy: His. & Theory

Semester Credits: 3 **Weeks:** 8
This course is designed to increase clinical awareness and understanding of LGBTQ couples and families. Historical background on LGBTQ families in the United States, information on LGBTQ couples and families' unique experiences, and a connection to systemic understanding will be addressed in the course.

MFT-6331 - LGBTQ Therapy: Clinical Tx

Semester Credits: 3 **Weeks:** 8
This course is designed to be an in-depth exploration of providing marriage and family therapy models, techniques, case conceptualizations, and practice to the LGBTQ populations. Clinical applications and practice resources for MFT will be addressed.

MFT-6332 - Transgender Clients Clinic. Tx

Semester Credits: 3 **Weeks:** 8
This course is designed to provide a basic clinical understanding for working with transgender individuals and/or individuals who do not identify as cisgender from a systemic lens. Lessons will examine non-cisgender individuals' experiences within their family, cultural, and community contexts. Further, this course will integrate MFT clinical applications when working with transgender and/or non-cisgender individuals and their families. Ethical challenges, social policies, and family dynamics will also be explored.

MFT-6333 - Child/Adol Fam Tx: His & Thry

Semester Credits: 3 **Weeks:** 8
In this course, you will examine theory and research on physical, cognitive, emotional, and social development from infancy through adolescence. You will also explore the contextual factors that influence developmental outcomes to inform a systemic approach to clinical assessment and intervention. Diagnostic criteria of psychological disorders that present in childhood and adolescence are also reviewed and critiqued for their cultural sensitivity and manifestation in context.

MFT-6334 - Child/Adol Fam Tx: Clinical Tx

Semester Credits: 3 **Weeks:** 8
This course reviews individual and family systems-based interventions for psychological disorders that present in childhood and adolescence. Adaption of interventions to individual developmental stage and cultural context will be emphasized. Course materials will further inform treatment decisions about what level of the ecological system needs intervention based on presenting issue.

MFT-6335 - Trauma & Fam Tx: His. & Theory

Semester Credits: 3 **Weeks:** 8
You will examine the historical and theoretical foundations of trauma and how your understanding of these concepts can be applied systemically to the field of Family Therapy. You will examine key trauma theorists and researchers and the evolution of conceptualizing trauma across time. You will be developing an overall understanding of the theoretical applications of trauma at its foundation and how current date clinical applications consider Trauma-Informed Care. Also, you will gain experience applying and integrating specific Family Therapy approaches with a Trauma-Informed Care framework in order to demonstrate your knowledge of clinical application informed by historical considerations and key theorists.

MFT-6336 - Trauma & Fmly Tx: Clinical Tx

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the prevalence, nature, and impact of psychological trauma (e.g., sexual violence, combat, and exposure to war zones, mass violence), including posttraumatic stress disorder and the human capacity for healing. You will also gain a working knowledge of how to conceptualize trauma systemically, exploring the impact on individuals, families, communities, and diverse groups, and potential ethical issues in the treatment of psychological trauma. Finally, you will examine evidence-based practices in the field of psychological trauma as well as vicarious trauma, resilience, and clinician self-care.

MFT-6337 - Systemic Sex Tx: His & Theory

Semester Credits: 3 **Weeks:** 8
This course examines the foundations of the care and development of couple's sexual relationships from the perspectives of diversity, ethics, and MFT research. The course will provide an overview of different issues that present in couples' sexual relationships and examine how historical, religious, cultural, and social mores have informed sexual behaviors and satisfaction. You will also learn about different models of systemic sex therapy and assessment. In addition, you will learn about the importance of creating a non-judgmental therapeutic alliance with your clients.

MFT-6338 - Systemic Sex Tx: Clinical Tx

Semester Credits: 3 **Weeks:** 8
This course features an exploration of specific issues pertaining to the clinical practice of systemic sex therapy. Topics will focus on issues of sexual disorders, sexual satisfaction, and the concept of sexual positivity. Sexual expressions such as polyamory, kink, and LGBTQ+ will be considered from the perspectives of religion, spirituality, and ethnicity. You will learn how to develop a variety of system-based models that will encourage sexual health and satisfaction.

MFT-6339 - Diversity of Sex Exp. in MFT

Semester Credits: 3 **Weeks:** 8
In this course, you will review the diversity of sexual expression an MFT could encounter when working with clients. Using a sex-positive attitude, you will engage in a systemic exploration of clinical and ethical implications of treatment pertaining to diverse sexual preferences and experiences of clients. Emphasis will be placed on clinical awareness and practitioner comfort with relevant, current, diverse sexual values and behaviors.

MFT-6340 - Tech. Treat. Sex. Funct. Beh

Semester Credits: 3 **Weeks:** 8
In this course, you will be provided with an overview of various presenting issues pertaining to sexual functioning and behavior. From a sex positive approach, you will systemically evaluate many factors that contribute to the development and presence of a problem in sexual functioning and behavior. You will learn specific techniques to use as an MFT for providing treatment.

MFT-6341 - Addictions: Hist. & Theory

Semester Credits: 3 **Weeks:** 8
This course will give an overview of the treatment of addiction to substances and the integration of family therapy as a treatment modality. You will be exposed to a variety of theories of addiction etiology and corresponding theoretical approaches to treat addiction. Addiction has historically been seen through an individualistic lens, so the course will provide a historical context for addiction treatment throughout the 19th and 20th centuries as well as the movement to integrate systemic thinking and treatment into the treatment of addiction to substances. You will be exposed to traditional approaches to conceptualizing the problem addiction as well as more holistic ways of seeing substance abuse.

MFT-6342 - Addictions Clinic. Application

Semester Credits: 3 **Weeks:** 8
In this course, you will examine methods for assessing substance-related and addictive disorders in the context of family therapy and explore evidence-based practice for the treatment of addictive disorders in Family Therapy settings. In addition, you will demonstrate cultural competence in preparing treatment plans to address substance use and addictive behaviors for individuals and families. Finally, you will respond to potential ethical issues that may arise in the treatment of addiction.

MFT-6343 - Co-occurring DXs: Systems Tx

Semester Credits: 3 **Weeks:** 8
In this course, you will develop a foundational and multidisciplinary understanding of co-existing disorders, or mental health issues that "co-occur" with substance abuse disorders. Medical, mental health, and substance abuse professionals are increasingly recognizing how their respective fields intersect when it comes to co-existing disorders, and a systemic perspective is uniquely suited to conceptualize and incorporate these elements in effective treatment. In this course, you will acquire an understanding of contextual factors behind the traditional separation of medical care, mental health, and substance abuse treatment. You will learn how to use the current literature to evaluate the nature and effectiveness of current treatment practices. You will also learn how to integrate systemic perspective, evaluation, and treatment models into multidisciplinary treatment approaches.

MFT-6400 - MFT Pre-Clin Training

Semester Credits: 1 **Weeks:** 8
This course will allow students to engage in foundational clinical training experiences prior to their Practicum and Internship courses, where they will start with their direct client hour acquisition. During this course, students will apply knowledge and put into practice information they have gained in prior courses. Through role plays and in-class activities/vignettes, students will have an opportunity to apply the AAMFT Code of Ethics; practice foundational therapeutic skills, such as reflective listening, treatment planning, and systemic hypothesizing, and continue reflecting on the therapeutic model that best represents their understanding of how therapy works. Further, self-of-the-therapist issues will be considered, as well as exploration of the clinical management system, Tevera, vetting process.

MFT-6401 - MFT Practicum I

Semester Credits: 2 **Weeks:** 8
This course provides you with an opportunity to start acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building foundational clinical skills and learning the skills needed to operate effectively and ethically when providing telehealth. Additionally, there will be a focus on furthering your systemic thought and application to clinical cases. You will be reintroduced to general systems theory as a foundation for exploring your personal theory of therapy. There is also a focus on cultural humility with diverse populations and ethical decision making, as well as an exploration of the self of the therapist and personal growth. A majority of the work in this course will occur in the weekly group supervision sessions with other university students.

MFT-6402 - MFT Practicum II

Semester Credits: 1 **Weeks:** 8
In this course, you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on solidifying your ability to both apply and explain systems theory in relation to your clinical cases. You will be asked to apply general systems theoretical concepts and assumptions to your cases and conceptualize from multiple MFT models. Cultural humility with diverse populations, ethical decision making, and self of the therapist exploration will also be focused on. A majority of the work in this course will occur in the weekly group supervision sessions with other university students.

MFT-6403 - MFT Internship I

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on extending the systemic foundations gained in the Practicum courses to explore the MFT model that fits your own personal theory of therapy and explore research available about your model of choice. A majority of the work in this course will occur in the weekly group supervision sessions with other university students.

MFT-6404 - MFT Internship II

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building off of the systemic understanding and application gained in the prior courses to explore the MFT model that fits your own personal theory of therapy. You will further work on your Capstone presentation by exploring ethical and legal considerations that may come up with your model and that you have managed during your clinical experience. In addition, self of the therapist work will be explored, and your Capstone draft will be presented. A majority of the work in this course will occur in the weekly group supervision sessions with other university students.

MFT-6405 - MFT Internship III

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation

requirements. The emphasis of this course is on building off of the systemic understanding and application gained in the prior courses to explore the MFT model that fits your own personal theory of therapy. You will further work on your Capstone presentation by exploring ethical and legal considerations that may come up with your model and that you have managed during your clinical experience. In addition, self of the therapist work will be explored, and your Capstone draft will be presented. A majority of the work in this course will occur in the weekly group supervision sessions with other university students.

MFT-6406 - MFT Internship IV

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building off of the systemic understanding and application gained in the prior courses to explore the MFT model that fits your own personal theory of therapy. You will further work on your Capstone presentation by exploring ethical and legal considerations that may come up with your model and that you have managed during your clinical experience. In addition, self of the therapist work will be explored, and your Capstone draft will be presented. A majority of the work in this course will occur in the weekly group supervision sessions with other university students.

MFT-6407 - MFT Internship and Capstone

Semester Credits: 1 **Weeks:** 8
In this final clinical course, you will need to successfully meet the graduation hour requirements and pass your Capstone presentation, as well as review the licensing application process for your jurisdiction. The emphasis of this course is on integrating feedback from the prior courses so that you can identify and explain the MFT model of therapy that best fits your personal theory of therapy. The final Capstone presentation will require you to identify how your chosen model is systemic, discuss research associated with your chosen model, and demonstrate your competency in the model via a case presentation. Additionally, you will discuss your cultural humility with diverse populations, ethical considerations you have encountered, and reflections on yourself of the therapist exploration and growth.

MFT-6408 - MFT Internship Ext I

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on ensuring you are meeting all hour requirements needed before you enter the final clinical course, Internship and Capstone. Additionally, you will continue to work on your final Capstone Presentation. A majority of the work in this course will occur in the weekly university group supervision sessions with other students.

MFT-6409 - MFT Internship Extension II

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on ensuring you are meeting all hour requirements needed before you enter the final clinical course, Internship and Capstone. Additionally, you will continue to work on your final Capstone Presentation. A majority of the work in this course will occur in the weekly university group supervision sessions with other students.

MFT-6410 - MFT Internship Extension III

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on ensuring you are meeting all hour requirements needed before you enter the final clinical course, Internship and Capstone. Additionally, you will continue to work on your final Capstone Presentation. A majority of the work in this course will occur in the weekly university group supervision sessions with other students.

MFT-6411 - MFT Practicum III

Semester Credits: 3 **Weeks:** 8
In this course, you will continue to acquire direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on solidifying your ability to both apply and explain systems theory in relation to your clinical cases. You will be asked to apply systems theory concepts and assumptions to your cases and use MFT models to demonstrate your understanding in your own case presentation. You will also focus on cultural humility with diverse populations, ethical decision making, and self of the therapist exploration and growth. A majority of the work in this course will occur in the weekly group supervision sessions with other university students.

MFT-6510 - Couple Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course involves a look at the development of couples and their relationship cycle. The course will incorporate an overview of different issues that present in couples relationships and examine the couple's dynamics through a lens of diversity. Students will learn about different models of couple's therapy and assessments pertaining to couple therapy. In addition, the students will learn about the importance of creating a therapeutic alliance with the couples.

MFT-6511 - Couple Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course involves an in-depth study of specific issues pertaining to the couple therapy and couple sexuality. Topics will focus on the issue of sexual addiction, sexual violence, domestic violence, and infidelity considered through various cultures lenses, such as religiosity and spirituality, ethnicity, and socio-economic status. Specific attention will be also paid to the examination of diverse couples contexts, including LGBTQ and military couples. After finishing the course, students will be able to appraise diverse system-based therapy approaches and theoretical frameworks that could be used while addressing the presented topics.

MFT-6520 - Military Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
In this Master's level course, the learner will understand the importance of mental health professionals providing psychotherapy to active duty service members, veterans, and their families. Participants will gain knowledge of military culture and organization. The students will focus on characteristics of the military family that distinguish it as a separate cultural entity. Students will explore military culture from multiple perspectives including service members, military families, and health care providers. Students will receive an overview of issues experienced by this population and familiarize themselves with theories and evidence-based models developed to address challenges experienced by military families. In addition, students will learn about the larger system of service provision including TRICARE and Veterans Administration.

MFT-6521 - Military Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This Master's level course involves in depth study of specific issues faced by military service members, veterans, and their families and specific systems-based treatments used by MFTs to address these challenges. Course topics include: influence of combat deployment on service members and veterans, including issues such as post-combat traumas (e.g., PTSD, TBI, sexual assault), risky behaviors (suicidality and substance abuse), and consideration of mental health issues that develop prior to or after deployment. Challenges involving the whole military family, such as demands of deployment, and domestic violence will also be explored. While studying these topics, students will pay particular attention to the issues of confidentiality and consider ethical dilemmas pertaining to military family therapy practice. In addition to being engaged in learning about various challenges present in military families, students will also explore the resilience framework and systems-based understanding of the military families environment.

MFT-6530 - Medical Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course is an introductory survey of professional literature and resources related to the MFT sub-specialty of medical family therapy (MedFT) as well as the practice of integrated/collaborative behavioral healthcare. The course includes an emphasis on the theoretical basis for MedFT, the clinical skills necessary to practice in integrated/collaborative healthcare settings, as well as contextual factors unique to medical family therapy.

MFT-6531 - Medical Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
In this course students will be oriented to the broad spectrum of influences and implications of health, illness, and healthcare relevant to the practice of medical family therapy (MedFT). An understanding of biopsychosocial assessment and intervention, patient and families' experiences of illness, understanding of pertinent medical issues, comparing of medical ethics and AAMFT Code of Ethics, attuning to sociocultural issues, and collaborating with medical professionals will be explored. In addition, the emphasis is placed on the exploration of the illness stories of the patients, families, and therapists working in the realm of the medical family therapy practice.

MFT-6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course is designed to increase clinical awareness and understanding of LGBTQ couples and families. Historical background on LGBTQ families in the United States, information on LGBTQ couples and families' unique experiences, and a connection to systemic understanding will be addressed in the course.

MFT-6541 - LGBTQ Couple and Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course is designed to be an in-depth exploration of providing marriage and family therapy models, techniques, case conceptualizations, and practice to the LGBTQ populations. Clinical applications and practice resources for MFT will be addressed.

MFT-6542 - Transgender Individuals in Families: Clinical Perspectives

Semester Credits: 3 **Weeks:** 12
This course is designed to provide a basic clinical understanding for working with transgender individuals and/or individuals who do not identify as cisgender from a systemic lens. Lessons will examine non-cisgender individuals' experiences within their family, cultural, and community contexts. Further, this course will integrate MFT clinical applications when working with transgender and/or non-cisgender individuals and their families. Ethical challenges, social policies, and family dynamics will also be explored.

MFT-6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
In this course students examine theory and research on physical, cognitive, emotional, and social development from infancy through adolescence. Students also explore the contextual factors that influence developmental outcomes to inform a systemic approach to clinical assessment and intervention. Diagnostic criteria of psychological disorders that present in childhood and adolescence are also reviewed and critiqued for their cultural sensitivity and manifestation in context.

MFT-6551 - Child and Adolescent Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course reviews individual and family systems-based interventions for psychological disorders that present in childhood and adolescence. Adaption of interventions to individual developmental stage and cultural context will be emphasized. Course materials will further inform treatment decisions about what level of the ecological system needs intervention based on presenting issue.

MFT-6610 - Trauma and Family Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
You will examine the historical and theoretical foundations of trauma and how your understanding of these concepts can be applied systemically to the field of Family Therapy. You will examine key trauma theorists and researchers and the evolution of conceptualizing trauma across time. You will be developing an overall understanding of the theoretical applications of trauma at its foundation and how current day clinical applications consider Trauma Informed Care. Also, you will gain experience applying and integrating specific Family Therapy approaches with the Trauma Informed Care framework in order to demonstrate your knowledge of clinical application informed by historical considerations and key theorists.

MFT-6611 - Trauma and Family Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
You will examine the prevalence, nature, and impact of psychological trauma (e.g., sexual violence, combat and exposure to war zones, life threatening illness and injury, natural disasters), including posttraumatic stress disorder and the human capacity for healing. You will also gain a working knowledge of how to examine and discuss trauma systemically, exploring the impact on individuals, families, communities, and diverse groups, and potential ethical issues in treatment of psychological trauma. Finally, you will examine evidence-based practices in the field of psychological trauma as well as vicarious trauma, posttraumatic growth, and clinician self-care.

MFT-6710 - Systemic Sex Therapy: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course examines the foundations of the health and development of couples' sexual relationships from the perspectives of diversity, ethics, and MFT research. The course will provide an overview of different issues that present in couples' sexual relationships and examine how historical religious, cultural and social mores have informed sexual behaviors and satisfaction. You will also learn about different models of systemic sex therapy and assessment. In addition, you will learn about the importance of creating a non-judgmental therapeutic alliance with your clients.

MFT-6711 - Systemic Sex Therapy: Clinical Applications

Semester Credits: 3 **Weeks:** 12
This course features an exploration of specific issues pertaining to the clinical practice of systemic sex therapy. Topics will focus on issues of sexual disorders, sexual satisfaction, and the concept of sexual positivity. Sexual expressions such as polyamory, kink, and LGBTQ+ will be considered from the perspectives of religion, spirituality, and ethnicity. You will learn how to develop a variety of system-based models that will encourage sexual health and satisfaction.

MFT-6712 - Diversity of Sexual Expression in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will review the diversity of sexual expression an MFT could encounter when working with clients. Using a sex-positive attitude, you will engage in a systemic exploration of clinical and ethical implications of treatment pertaining to diverse sexual preferences and experiences of clients. Emphasis will be placed on clinical awareness and practitioner comfort with relevant, current, diverse sexual values and behaviors.

MFT-6713 - Techniques for Treating Sexual Functioning and Behavior in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will be provided with an overview of various presenting issues pertaining to sexual functioning and behavior. From a sex positive approach, you will systemically evaluate many factors that contribute to the development and presence of a problem in sexual functioning and behavior. You will learn specific techniques to use as an MFT for providing treatment.

MFT-6810 - Addictions: Historical and Theoretical Foundations

Semester Credits: 3 **Weeks:** 12
This course will give an overview of the treatment of addiction to substances and the integration of family therapy as a treatment modality. You will be exposed to a variety of theories of addiction etiology and corresponding theoretical approaches to treat addiction. Addiction has historically been seen through an individualistic lens, so the course will provide a historical context for addiction treatment throughout the 19th and 20th centuries as well as the movement to integrate systemic thinking and treatment into the treatment of addiction to substances. You will be exposed to traditional approaches to conceptualizing the problem addiction as well as more holistic ways of seeing substance abuse.

MFT-6811 - Addictions: Clinical Applications

Semester Credits: 3 **Weeks:** 12
In this course, you will examine methods for assessing substance-related and addictive disorders in the context of family therapy and explore evidence-based practice for the treatment of addictive disorders in Family Therapy settings. In addition, you will demonstrate cultural competence in preparing treatment plans to address substance use and addictive behaviors for individuals and families. Finally, you will respond to potential ethical issues that may arise in the treatment of addiction.

MFT-6812 - Systemic Treatment of Co-occurring Disorders

Semester Credits: 3 **Weeks:** 12
In this course, you will develop a foundational and multidisciplinary understanding of co-existing disorders, or mental health issues that "co-occur" with substance abuse disorders. Medical, mental health, and substance abuse professionals are increasingly recognizing how their respective fields intersect when it comes to co-existing disorders, and a systemic perspective is uniquely suited to conceptualize and incorporate these elements in effective treatment. In this course, you will acquire an understanding of contextual factors behind the traditional separation of medical care, mental health, and substance abuse treatment. You will learn how to use the current literature to evaluate the nature and effectiveness of current treatment practices. You will also learn how to integrate systemic perspective, evaluation, and treatment models into multidisciplinary treatment approaches.

MFT-6930 - MFT Practicum I

Semester Credits: 2 **Weeks:** 12
This course provides you with an opportunity to start acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building foundational clinical skills and learning the skills needed to operate effectively and ethically when providing telehealth. Additionally, there will be a focus on furthering your systemic thought and application to clinical cases. You will be reintroduced to general systems theory as a foundation for exploring your personal theory of therapy. There is also a focus on cultural humility with diverse populations and ethical decision making, as well as an exploration of the self of the therapist and personal growth. A majority of the work in this course will occur in the weekly 2-hour group supervision sessions with other University students.

MFT-6931 - MFT Practicum II

Semester Credits: 2 **Weeks:** 12
In this course, you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on solidifying your ability to both apply and explain systems theory in relation to your clinical cases. You will be asked to apply general systems theoretical concepts and assumptions to your cases and conceptualize from multiple MFT models. Cultural humility with diverse populations, ethical decision making, and self of the therapist exploration will also be focused on. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students.

MFT-6932 - MFT Internship I

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation

requirements. The emphasis of this course is on extending the systemic foundations gained in the Practicum courses to explore the MFT model that fits your own personal theory of therapy and explore research available about your model of choice. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other MFT students.

MFT-6932CA - MFT Internship I

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on extending the systemic foundations gained in the Practicum courses to explore the MFT model that fits your own personal theory of therapy and explore research available about your model of choice. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other MFT students.

MFT-6933 - MFT Internship II

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building off of the systemic understanding and application gained in the prior courses to explore the MFT model that fits your own personal theory of therapy. You will further work on your Capstone presentation by exploring ethical and legal considerations that may come up with your model and that you have managed during your clinical experience. In addition, self of the therapist work will be explored, and your Capstone draft will be presented. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-6933CA - MFT Internship II

Semester Credits: 2 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on building off of the systemic understanding and application gained in the prior courses to explore the MFT model that fits your own personal theory of therapy. You will further work on your Capstone presentation by exploring ethical and legal considerations that may come up with your model and that you have managed during your clinical experience. In addition, self of the therapist work will be explored, and your Capstone draft will be presented. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-6934 - MFT Internship and Capstone

Semester Credits: 1 **Weeks:** 4
In this final clinical course, you will need to successfully meet the graduation hour requirements and pass you Capstone presentation, as well as review the licensing application process for your jurisdiction. The emphasis of this course is on integrating feedback from the prior courses so that you can identify and explain the MFT model of therapy that best fits your personal theory of therapy. The final Capstone presentation will require you to identify how your chosen model is systemic, discuss research associated with your chosen model, and demonstrate your competency in the model via a case presentation. Additionally, you will discuss your cultural humility with diverse populations, ethical considerations you have encountered, and reflections on your self of the therapist exploration and growth.

MFT-6934CA - MFT Internship and Capstone

Semester Credits: 1 **Weeks:** 4
In this final clinical course, you will need to successfully meet the graduation hour requirements and pass your Capstone presentation. The emphasis of this course is on integrating feedback from the prior courses so that you can identify and explain the MFT model of therapy that best fits your personal theory of therapy. The final Capstone presentation will require you to identify how your chosen model is systemic, discuss research associated with your chosen model, and demonstrate your competency in the model via a case presentation. Additionally, you will discuss

your cultural humility with diverse populations, ethical considerations you have encountered, and reflections on your self of the therapist exploration and growth.

MFT-6935 - MFT Internship Extension I

Semester Credits: 1 **Weeks:** 4
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this 4-week course is on ensuring you are able to demonstrate your clinical competency and that you are fully prepared for your Capstone Presentation before you enter the final clinical course, Internship and Capstone. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students (Student Learning Outcomes 1, 2, 3, 4).

MFT-6936 - MFT Internship Extension II

Semester Credits: 1 **Weeks:** 8
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this 8-week course is on ensuring you are meeting all hour requirements needed before you enter the final clinical course, Internship and Capstone. Additionally, you will continue to work on your final Capstone Presentation. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students (Student Learning Outcomes 1, 2, 3, 4).

MFT-6937 - MFT Internship Extension III

Semester Credits: 1 **Weeks:** 12
In this course you will continue acquiring direct client contact and supervision hours towards graduation requirements. The emphasis of this 12-week course is on ensuring you are meeting all hour requirements needed before you enter the final clinical course, Internship and Capstone. Additionally, you will continue to work on your final Capstone Presentation. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other University students (Student Learning Outcomes 1, 2, 3, 4).

MFT-6938 - MFT Practicum III

Semester Credits: 3 **Weeks:** 12
In this course, you will continue to acquire direct client contact and supervision hours towards graduation requirements. The emphasis of this course is on solidifying your ability to both apply and explain systems theory in relation to your clinical cases. You will be asked to apply systems theory concepts and assumptions to your cases and use MFT models to demonstrate your understanding in your own case presentation. You will also focus on cultural humility with diverse populations, ethical decision making, and self of the therapist exploration and growth. A majority of the work in this course will occur in the weekly two-hour group supervision sessions with other students.

MFT-7101 - Foundations for Doctoral Study in MFT

Semester Credits: 3 **Weeks:** 8
This course supports your transition to a marriage and family therapy doctoral student at the University. You will examine the purposes and future of MFT doctoral education, and explore possible dissertation topics. You will articulate the essential theoretical and practical components of MFT, as well as document the key role that diversity plays in your life and in the field of MFT. The importance of goal setting, time management, navigating the University library, and critiquing articles will be emphasized. You will examine various facets of a relational/systemic approach, including ethical issues, competence in domains beyond the therapy room, and research.

MFT-7102 - Scholarly Writing in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will refine skills for reviewing literature in preparation for your career as a researcher in the marriage and family therapy field. You will determine what strategies and tools will be most helpful for organizing

the review process. In the assignments, you will be expected to evaluate and synthesize research findings using conceptual frameworks, professional ethics, and a culturally sensitive lens. Faculty will support you in the key process of evaluating academic writing skills and integrating feedback into future work. Through the steps provided in this course, you will develop an area of interest on which to build your career as an MFT researcher.

MFT-7103 - Research Methods in MFT

Semester Credits: 3 **Weeks:** 12
This graduate-level, introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at the University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

MFT-7103U - Research Methods in MFT

Semester Credits: 3 **Weeks:** 8
This graduate-level, introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at the University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

MFT-7104 - Statistical Design for MFT Research

Semester Credits: 3 **Weeks:** 12
This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in family therapy research, and also more generally, developing a working knowledge of statistical usage in everyday life.

MFT-7105 - Advanced Assessment in MFT Research and Intervention

Semester Credits: 3 **Weeks:** 12
In this course, students are trained to administer assessment instruments as an evaluative component of clinical practice and research in marriage and family therapy. Students will become familiar with the use of a wide variety of assessment instruments and clinical assessment procedures relating to children, individuals, couples, and families. Students will also identify specific measurement and evaluation tools or methods for potential use in their own dissertation research.

MFT-7106 - Quantitative Research Design in MFT

Semester Credits: 3 **Weeks:** 12
This course provides students with the skills essential in the critique and execution of quantitative research methods relating to marriage and family therapy. Course content will cover evaluation and critique of research processes,

research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research.

MFT-7107 - Qualitative Research Design in MFT

Semester Credits: 3 **Weeks:** 12
This course provides students with the skills essential in the critique and execution of qualitative research methods relating to marriage and family therapy. The particular focus of this methodological course is on the application of qualitative research to understanding human phenomena (clinical and non-clinical individuals, families, and social groups). Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research. There is an emphasis on clinical research and students will be expected to take a learning-through-doing/experiential approach.

MFT-7108 - Advanced Data Analysis Strategies in MFT

Semester Credits: 3 **Weeks:** 12
This course is an intermediate examination of statistical analyses commonly used in the field of marriage and family therapy (MFT). It prepares doctoral MFT students with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory date analysis, assumptions for statistical tests, parametric, and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA, and advanced ANOVA techniques.

MFT-7109 - Planning Dissertation Research in MFT

Semester Credits: 3 **Weeks:** 12
Students in this course will begin the process of writing a dissertation. The course will address the University dissertation process and aids to successfully completing a dissertation, including self-care and time management.

MFT-7110 - Quantitative Analysis in MFT

Semester Credits: 3 **Weeks:** 12
In this course, you will learn how to use statistical analyses in research. You will explore key aspects of descriptive and inferential statistics and learn how to use statistical software to analyze data. You will gain skills as an independent scholar by enhancing your scientific and statistical literacy. Therefore, emphasis will be on comprehending statistical concepts, analyzing, interpreting, and critically evaluating data and statistical information, and communicating statistical information and knowledge.

MFT-7111 - Quantitative Measurement and Design in MFT

Semester Credits: 3 **Weeks:** 12
In this course, students are trained to develop and evaluate research studies in behavioral sciences. Students will become familiar with sampling, research design, reliability, validity, and the creation and interpretation of measures in marriage and family therapy. Students will also identify and critique specific measures and evaluation tools and methods for potential use in their own research projects.

MFT-7112 - Qualitative Measurement and Design

Semester Credits: 3 **Weeks:** 12
This course will provide you with the philosophical foundation of interpretive qualitative inquiry and addresses beginning skills essential to the critique and execution of qualitative research in marriage and family therapy. You will become familiar with the major research paradigms and the assumptions inherent to qualitative inquiry. You will learn to identify elements critical to the credibility of a qualitative study and apply this knowledge by evaluating selected published research. You will also develop basic skills in qualitative data analysis, and develop a research

purpose statement and research question that can be addressed qualitatively while incorporating contextual knowledge and ethical guidelines promoted by the AAMFT Code of Ethics.

MFT-7113 - Advanced Qualitative Design and Analysis

Semester Credits: 3 **Weeks:** 12
This course will provide students with an overview of the major types of qualitative inquiry and advance their skills toward the execution of qualitative research in marriage and family therapy. Students will practice multiple types of data collection and analysis. In addition, they will develop a paper that lays the foundation for their dissertation proposal. This process will require application of the assumptions inherent to the qualitative research paradigm: select an appropriate study type, and design a qualitative methodology appropriate to the research question developed in the framework of the qualitative design.

MFT-7114 - Advanced Quantitative Design and Analysis

Semester Credits: 3 **Weeks:** 12
This course will introduce you to the uses and techniques of advanced quantitative design and analysis in marriage and family therapy and related fields. You will become competent consumers of quantitative research by learning how quantitative information is generated, summarized, evaluated, and represented. You will be prepared to design studies using methodology associated with multivariate analysis, regression, latent variable modeling, factor analysis, and structural equation modeling. The course provides a theoretical and practical basis for choosing and employing the wide range of current analysis techniques available to social science researchers.

MFT-8101 - Advanced Theories in MFT

Semester Credits: 3 **Weeks:** 12
The completion of this course will strengthen your understanding of theoretical literature along with your understanding of therapeutic models in the practice of marriage and family therapy. The importance of developing a personal and professional theory of therapy and identifying your preferred approaches to supervision will be emphasized. A strong emphasis is placed on the role of culture and diversity in clinical practice and training.

MFT-8102 - Dynamics of Family Interaction

Semester Credits: 3 **Weeks:** 12
In this course, you will examine the theoretical and empirical contributions to the understanding of diverse couple and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships, highlighting that from a life course perspective these dynamics change over time. You will examine content on the history of family life and diverse family types, exploring various family structures and roles. You will also review legal processes related to families, as well as will be able to explain family law and policy issues associated with various family crises and transitions.

MFT-8103 - Assessing and Treating Family Violence

Semester Credits: 3 **Weeks:** 12
This graduate-level course offers an overview of treatment/clinical approaches for MFTs working in the context of family violence. Theory and research related to definitions, causes, consequences, and characteristics of affected family members will be explored. The course will also include the examination of family violence in diverse contexts, as well as consideration of ethical dilemmas associated with situations pertaining to family violence and abuse.

MFT-8115 - Family Systems Approaches to Addiction

Semester Credits: 3 **Weeks:** 12
This course provides an overview of a variety of addictive substances and how a systemic therapist approaches treatment of addiction. Students will be expected to consider self-of-therapist issues and diversity concerns as it relates to exposure to and treatment of addiction. A variety of approaches to treating addiction will also be addressed.

MFT-8208 - Child and Adolescent Assessment and Diagnosis

Semester Credits: 3 **Weeks:** 8
In this course, you will evaluate the scholarly literature on clinical assessment and diagnosis of childhood and adolescent disorders. Specifically, you'll view DSM-5-TR diagnostic criteria and assessment procedures through a systemic lens and critique them for their cultural sensitivity as well as examine and discuss ethical concerns related to the assessment and diagnosis of children and adolescents.

MFT-8209 - Family Therapy with Adolescents

Semester Credits: 3 **Weeks:** 8
This course evaluates theory and research on systemic interventions with adolescents and their families. Students will establish an ethical framework that is developmentally informed and culturally sensitive. This course emphasizes how families can support adolescents through the difficult transition of increased independence from the family, as well as how to engage an adolescent in the therapeutic process.

MFT-8210 - Early Childhood and Parenting Interventions

Semester Credits: 3 **Weeks:** 8
This course reviews theory and research on interventions for early childhood, emphasizing play therapy and parenting interventions. Since a developmental-informed approach is critical for early childhood, play therapy theoretical foundations and techniques will be explored in-depth. From a systemic lens, children's emotional and behavioral difficulties are viewed in the context of the couple relationship, family structure, and parenting behaviors. As a result, students will learn to integrate several interventions for changing dynamics and behaviors within the parent system. Issues of cultural sensitivity and ethical practice will be considered for each topic discussed.

MFT-8211 - Neurodevelopmental Disorders in Children and Adolescents

Semester Credits: 3 **Weeks:** 8
In this course, you will evaluate theory and research on evidence-based, systemic interventions with children and adolescents with neurodevelopmental disorders, including attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), intellectual disabilities (ID), and learning disorders (LD). You will articulate systemic approaches to treating these disorders that are ethical, developmentally informed, and culturally sensitive. This course presents marriage and family therapists as critical members of multidisciplinary treatment teams for ADHD, ASD, and other neurodevelopmental disorders.

MFT-8308 - Emotion and Differentiation Focused Couple Therapy

Semester Credits: 3 **Weeks:** 8
This course will focus on and emphasize the roles of two major human development forces that influence behavior in relationships: connection (attachment and inclusion) and separation (individuality and differentiation). There are ongoing debates in the MFT world about the role these two forces play in intimate relationships and clinical models differ in how to go about engaging clients in these realms. This course will give you the opportunity to discover more about these life forces and how their principles are applied in therapeutic conversations with couples. You will also be asked to consider both of these influences from a clinical research perspective throughout the course.

MFT-8309 - Cognitive Behavioral Couple Therapy Models and Evidence Based Practice

Semester Credits: 3 **Weeks:** 8
This course will review couple therapy modalities that have been validated by research and are informed by cognitive and behavioral psychology. Three models will be covered throughout the course: Cognitive Behavioral Couple Therapy, Integrative Behavioral Couple Therapy, and The Gottman Method. While reviewing these models, you will be encouraged to think like scholar-practitioners and consider standards for ethical and culturally sensitive practice.

MFT-8310 - Systemic Sex Therapy

Semester Credits: 3 **Weeks:** 8
This course focuses on physiological, psychological, and sociocultural variables associated with human sexuality and then maintains a focused emphasis on systemically oriented sex therapy including methods of conducting sexual assessments and both individual and relational therapy designed to help clients with variety of sexual issues, sexual dysfunctions, and sexual challenges within relationships.

MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision

Semester Credits: 3 **Weeks:** 8
It is important for clinicians and clinical supervisors to be aware of the challenges and critical points of change and/or distress for couples throughout the couple life cycle. Throughout this cycle couples are challenged with how to face difficult circumstances and maintain a strong relationship. This course involves a look at the development of couples and their relationship cycle. The course will incorporate an overview of different issues that present in couples' relationships and examine the couple's dynamics through a lens of diversity. Students will learn about different models of couple's therapy and assessments pertaining to couple therapy. In addition, the students will learn about the importance of creating a therapeutic alliance with the couples.

MFT-8402 - Medical Family Therapy

Semester Credits: 3 **Weeks:** 8
This course is designed to introduce you to the theory, concepts, and practice of medical family therapy. You will learn about collaborative healthcare, medical specializations, assessments commonly used in healthcare settings, and the ways in which biopsychosocial components of patients' and families' lives may impact their experience of health and illness.

MFT-8403 - Medical Family Therapy Applications

Semester Credits: 3 **Weeks:** 8
This course addresses the many facets of creating and maintaining effective integration of behavioral health and medical care. Through this course, you will gain an in-depth understanding of the practice of medical family therapy (MedFT). You will discover how the clinical and operational components of care intersect and impact psychosocial care delivery.

MFT-8404 - Families, Health, and Illness

Semester Credits: 3 **Weeks:** 8
This course addresses the challenges faced by individuals, couples, and families who are experiencing a chronic or acute illness. Throughout this course, students will have the opportunity to identify health complaints and diseases, explore the psychosocial barriers and facilitators to effective treatment, and discover the ways in which cultural beliefs and norms impact the illness experience. Ethical considerations influencing treatment are also explored.

MFT-8408 - Loss and Bereavement

Semester Credits: 3 **Weeks:** 8
In this course, students will explore various aspects of grief and loss. The course will include theory and cultural beliefs and values surrounding death and dying and will highlight clinical approaches to assisting people in navigating grief and loss experiences. This course will also focus on self of the therapist experiences and self-care practices of helping professionals.

MFT-8507 - Military and Veteran Cultures Across the Lifespan

Semester Credits: 3 **Weeks:** 8
This doctoral-level course focuses on military and veteran cultures, including culturally informed clinical practice, research, and policies across the lifespan.

MFT-8508 - Trauma and Resilience in Military and Veteran Couples and Families

Semester Credits: 3 **Weeks:** 8
The experience of trauma is an omnipresent aspect of military service. In this course, you will examine trauma and resilience theories that guide research and practice of family therapists working with military and veteran individuals, couples and their families. You will examine precursors, assessments, diagnoses, indicated treatments, research practices, and policies related to trauma and resilience across military and veteran populations. You will immerse yourself in the research literature related to trauma and resilience as a means of identifying tools and resources to support this population.

MFT-8509 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations

Semester Credits: 3 **Weeks:** 8
In this course, you will explore some of the ethical challenges associated with treating military and veteran populations, including consent, confidentiality, and dual roles. You will also examine moral injury and some common byproducts of treating this population, including compassion fatigue and burnout. Finally, you will develop strategies for effectively supervising clinicians who work with military and veteran populations.

MFT-8510 - Behavioral Health Care with Military and Veteran Populations

Semester Credits: 3 **Weeks:** 8
This course focuses on evidence based treatment and research pertaining to behavioral health challenges that are experienced by military and veteran populations. Attention is given to clinical assessments and treatment as well as current evidence based research, including biopsychosocial complications associated with each behavioral health challenge.

MFT-8601 - Gerontology and Systemic Intervention

Semester Credits: 3 **Weeks:** 12
This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including issues related to long-term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (especially poverty) on older adults. A significant focus of the course is the application of systemic treatment/theory to the older adult population and multigenerational families. Students will explore ethical dilemmas that might arise while working in gerontological settings and examine current research literature addressing systemic work with older adults, their families, and larger social systems.

MFT-8701 - Language of Diversity

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of culturally inclusive language when working with diverse populations and organizations. Attention is given to self of the therapist issues and critical analysis of dominant narratives around language and power.

MFT-8702 - A Systemic Evaluation of Global Concerns and Diversity

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of meaningful knowledge about issues of diversity and injustice on the global stage, and how this may impact the work we do as MFTs when working with diverse populations and organizations. Attention is given to self of the therapist issues and critical analysis of the dynamics of contextual systems of oppression and privilege.

MFT-8703 - Social Justice Advocacy in the United States

Semester Credits: 3 **Weeks:** 8
This course focuses on understanding dilemmas and challenges of supervising, teaching and leading as a Marriage and Family therapist from a socially just perspective. You will explore the history of diversity, multiculturalism and social justice in the field of MFT. Special emphasis will be given to issues related to power, privilege and oppression specifically within the United States. Attention is given to self-of-the therapist, self-of-the supervisor and self-of-the educator issues related to systems of power, privilege and oppression.

MFT-8704 - Culturally Sensitive Care in MFT

Semester Credits: 3 **Weeks:** 8
This course focuses on the acquisition and understanding of specific skills that MFTs can use to provide more culturally sensitive and humble care to patients and clients. The focus of this course will be appropriate treatment planning for diverse populations. Attention is given to self of the therapist issues and critical analysis of the dynamics of contextual systems of oppression and privilege.

MFT-8712 - Leadership Development in Public and Non-Profit Community Organizations

Semester Credits: 3 **Weeks:** 8
You will learn the building blocks to cultivating a vision–from dream to service agency from the ground up. The course will focus on how to develop a non-profit counseling agency including financial planning, personnel development, and evidence-based service delivery. This doctoral-level course will also prepare you for leadership in community-based agencies with an emphasis on integrating marriage and family therapy into the larger milieu of behavioral health services. Whether joining an existing agency or creating your own, today's leaders can help create a socially conscious company culture using ethical decision-making models.

MFT-8713 - Public or Corporate Policy Making

Semester Credits: 3 **Weeks:** 8
This course invites doctoral students to consider the key role that policy making plays in advancing the profession of marriage and family therapy (MFT). The course will start out by identifying stakeholders who direct and sanction the practice of MFT, from accrediting bodies and universities to state licensing boards and federal legislation. Students will learn about the role of MFTs in public health policies and advocating for MFTs in the larger behavioral health culture. The signature assignment for the course will have students challenging conventional leadership and proposing a relevant piece of legislation that is consistent with the systemic perspective.

MFT-8714 - Leadership in Higher Education

Semester Credits: 3 **Weeks:** 8
MFTs today can excel in teaching, communication, and utilizing technology. Universities today need systemic thinkers who can integrate the demands of accreditation standards into traditional and cutting-edge academic and administrative systems. This doctoral level course will prepare students for administrative roles in online and on-ground education systems. Learners will incorporate best practices in teaching through role plays and assignments that develop course and curriculum development.

MFT-8721 - Constructing a Professional Identity

Semester Credits: 3 **Weeks:** 8
This course provides an analysis of the means by which trainees acquire their new professional identity as MFTs. Special emphasis is placed on gender, cultural, and socioeconomic factors in professional identity development.

MFT-8722 - Teaching Systemic Theories

Semester Credits: 3 **Weeks:** 8
This courses focuses on theories and current best practices for teaching adult learners. One of the key concepts is helping adult learners make best use of their previous experiences to help them on their new journey of learning. A special focus of this course in working with adult learners in e-learning environments.

MFT-8723 - Analyzing Supervision Interventions

Semester Credits: 3 **Weeks:** 8
This course builds on the foundation of prior coursework in MFT Supervision. Supervisors have an ethical and legal responsibility to assess the competence of their trainees. This course examines educational and experiential strategies for assessing trainee competence, and interventions the supervisor can employ to meet the ethical requirement for assessing trainee competence. A special focus of this course is the power differential between

supervisor and trainee, and trainee and client, and how working in an e-supervision environment may affect those dynamics.

MFT-8724 - Employing Technology in Supervision

Semester Credits: 3 **Weeks:** 8
Since its earliest days, the profession of MFT has made use of the best available technology to facilitate training the next generation of therapists. Historic examples include co-therapy, the one-way mirror, and the "bug in the ear." This course examines the relationship between technology and best practices for adult learners, including both ethical and andragogical considerations, with a special focus on emerging digital technology.

MFT-8951 - MFT Doctoral Practicum I

Semester Credits: 3 **Weeks:** 12
This course provides you with an opportunity to demonstrate your competence in advanced MFT practice. Emphasis is placed on clinical competence in working with diverse populations, advanced application of family and couple therapy models, ethical decision-making, relational/systemic clinical innovations, and professional growth. The course will provide you an opportunity to engage in discussions and practice, enhancing your ability to further develop your identity as an MFT. You must be clinically active during the course and participate in weekly clinical supervision.

MFT-8952 - MFT Doctoral Practicum II

Semester Credits: 3 **Weeks:** 12
In this course, you will design and complete an individualized clinical experience that facilitates reaching your clinical and professional goals. Emphasis is placed on clinical competence in working with diverse populations, advanced application of family and couple therapy models, relational/systemic ethical decision-making, relational/systemic clinical innovations, and professional growth. You must be clinically active and meet weekly with a local clinical supervisor and four times with your faculty member.

MFT-8961 - MFT Doctoral Internship I

Semester Credits: 1 **Weeks:** 12
Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of the MFT Doctoral Programs in the PhD MFT Internship Contract DRF in Taskstream. This nine-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The first of these is MFT 8961. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of MFT Doctoral Programs as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's Internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their local supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

MFT-8962 - MFT Doctoral Internship II

Semester Credits: 1 **Weeks:** 12
Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of MFT Doctoral Programs in the PhD Internship DRF in

Taskstream. This nine-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The second of these is MFT-8962. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Director of Clinical Field Placement as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's Internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their local supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

MFT-8965 - MFT Doctoral Internship and Portfolio

Semester Credits: 1 **Weeks:** 12
Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of MFT Doctoral Programs. The 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. All students in this internship must have a local supervisor who has the documented expertise to mentor the PhD student's development in the area of the student's specialty. The supervisor's credentials must be approved by the Clinical Team as a part of the internship contracting process. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet weekly with their local supervisor; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy); it represents growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet to PhD Program Outcomes and Student Learning Outcomes.

MFT-8970 - MFT Supervision

Semester Credits: 3 **Weeks:** 12
In this course, you will be introduced to the fundamentals of systemic supervision with an emphasis on the importance of contextual variables such as gender, culture, socioeconomic status, and race/ethnicity. The design of the course meets the criteria for the 30-hour Fundamentals of Supervision course for the American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor track, which includes 15 hours of live interaction. The 15 hours of live interaction will occur via streaming video. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

MFT-8971 - MFT Supervision Practicum

Semester Credits: 3 **Weeks:** 12
This course was designed to support your development as a relational/systemic clinical supervisor. In this practicum course, you will help MFT students begin their growth toward clinical competence and professional identity as an MFT. You will participate in the supervision of MFT master's students while receiving guidance from the faculty on the development of your supervisory skills. In doing so, you will work to appraise ethical issues, and demonstrate a clear commitment to diversity and social justice. In this course, you will have an opportunity to engage in discussions and practice of supervisory tasks enhancing your ability to further develop your identities as an MFT and future MFT supervisor.

MFT-8991 - MFT Advanced Practical Experience Component (APEC I)

Semester Credits: 1 **Weeks:** 12

The purpose of this advanced practical experience component (APEC) course is to provide you with a focused opportunity to apply the knowledge and skills you are developing and enhancing during your marriage and family therapy doctoral program. APEC courses involve a focus on two areas of emphasis. After identifying your two areas and receiving approval of your APEC contract, you will participate in weekly activities, and document your progress, related to your chosen emphases for the APEC experience. Your program specialization should also be a recognizable thread in your APEC activities.

MFT-8992 - MFT Advanced Practical Experience Component (APEC II)

Semester Credits: 1 **Weeks:** 12
In this second phase of the APEC, you will continue to apply the knowledge and skills you are developing and enhancing during your doctoral program. In accord with your APEC contract, you will continue to participate in weekly activities, and document your progress, related to your chosen emphases for the APEC experience.

MFT-8993 - MFT Advanced Practical Experience Component (APEC III)

Semester Credits: 1 **Weeks:** 12
In this third and final phase of the APEC, you will continue to apply the knowledge and skills you are developing and enhancing during your doctoral program. In accord with your APEC contract, you will continue to participate in weekly activities, and document your progress, related to your chosen emphases for the APEC experience. At the conclusion of this course, you will evaluate your performance and accomplishments during the overall APEC experience.

DNP-7000 - Leadership and Interprofessional Collaboration

Semester Credits: 3 **Weeks:** 8
This course incorporates the study of organizational leadership and interprofessional team development to improve quality of care delivery, health outcomes, and safety of patient populations. You will examine consultative and leadership skills that facilitate intraprofessional and interprofessional collaboration. You will analyze effective strategies for resolving ethical and legal issues in the delivery of care. You will also synthesize knowledge of leadership and communication theories with nursing science as a framework for organizational assessment, diagnosis of systems issues, and facilitation of system-wide practice initiatives. This course will prepare you to develop advanced leadership roles in addressing complex practice and organizational issues.

DNP-7001 - Contemporary Topics in Health Care

Semester Credits: 3 **Weeks:** 8
This course involves intensive examination of contemporary topics in healthcare. Emphasis is placed on exploring and evaluating theoretical foundations that influence nursing practice, healthcare systems, and organizational sciences. Key topics include the development of interprofessional competencies, health status and health disparities, ethics, and the meaning of health outcomes related to both quality and safety for population healthcare.

DNP-7002 - Healthcare Economics and Finance

Semester Credits: 3 **Weeks:** 8
This course introduces the financial structures that support nursing practice and will focus on economic principles, financial management methods, and business strategies. You will explore the foundation for balancing productivity with quality of care, while learning to design effective and realistic care delivery systems that optimize performance, minimize costs, and enhance outcomes. You will also examine methods to evaluate costs and cost effectiveness of care using health equity and diversity. This course provides you with the tools to plan, monitor, and evaluate the acquisition, use, and outcomes of fiscal resources for practice and program initiatives.

DNP-7003 - Informatics in Healthcare Delivery

Semester Credits: 3 **Weeks:** 8
This course incorporates the study of information science concepts, principles, and methods with application in the support, improvement, and evaluation of nursing interventions, outcomes of care, and delivery systems. You will

focus on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies.

DNP-7004 - Advanced Health Policy & Advocacy

Semester Credits: 3 **Weeks:** 8
This course focuses on advanced nursing leadership and advocacy for healthcare policy improvement. You will examine the process of healthcare policy development and determine the disparities within the US and international healthcare delivery systems. You will use policy theory to critically evaluate the current and historic policies, laws, and financial incentives that affect healthcare delivery and nursing practice. You will apply principles of organizational change and cultural effectiveness to evaluate components of leadership necessary for public health improvement.

DNP-7005 - Translation of Evidence into Practice

Semester Credits: 3 **Weeks:** 8
This course will address scientific frameworks for advanced nursing practice including theories from nursing, behavioral and social sciences, quality improvement models, and evidence-based practice models. You will integrate the theme of change throughout this course related to improving patient and healthcare outcomes. You will examine various strategies to develop partnerships with stakeholders, assess quality improvement, and facilitate change based on evidence.

DNP-7106 - Program Planning and Evaluation

Semester Credits: 4 **Weeks:** 8
Prerequisites: DNP -7005

This course prepares you, to plan for the design, development, implementation, and evaluation of health promotion and disease prevention program initiatives. Within a practice setting, you will work with your mentor, the advanced nurse leader, to analyze practice approaches to quality improvement and evaluate clinical prevention strategies utilized to promote population health. You will discuss various approaches to quality improvement.

*Requires 30 Practice hours

DNP-7107 - Health Outcomes Research

Semester Credits: 6 **Weeks:** 8

Prerequisites: DNP-7106 - Program Planning and Evaluation

This course introduces various approaches to evaluating health outcomes research, including risk assessment, causation, and principles of measurement. You will evaluate evidenced-based health outcomes research to include instruments and strategies for measuring the economic valuation of healthcare programs. You will examine factors that affect quality and safety and develop strategies to monitor and improve health outcomes.

Within the practice setting, you will appraise factors that increase risks and liability. You will review data using information technology and review the literature addressing a healthcare issue to identify a DNP project topic. Throughout your practice experience, you will seek opportunities to generate evidence-based solutions that address risks and liability.

*Requires 90 practice experience hours.

DNP-7108 - Clinical Analytics and Data Management

Semester Credits: 6 **Weeks:** 8
Prerequisites: DNP-7107 - Health Outcomes Research

This course focuses on data management skills to measure the use of services and quality of patient care. Within the practice setting, you will incorporate multiple techniques and methods to diagnose system issues and measure quality improvement and program outcomes. You will also assess ethical principles related to data governance and stewardship. Finally, you will work on formulating your problem statement for your DNP Project.

*Requires 90 Practice hours

NUR-7000 - Nursing Education Theories and Concepts

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on theories and concepts that provide the foundation for nursing education and adult learning. You will conduct concept exploration and analysis in theory development. You will examine multi-disciplinary concepts applicable to nursing education and nursing research. You will also review seminal and current literature from nursing practice, education, and research, as well as social sciences.

NUR-7001 - Future of Nursing Education - Challenges for the Educational Leader

Semester Credits: 3 **Weeks:** 8
In this course, you will explore future opportunities and challenges within nursing education as a scholar-practitioner and leader. You will evaluate future trends in technology, intra/interprofessional collaboration, regulatory changes, social and cultural diversity, and employment related to the development and advancement of nursing education.

NUR-7002 - Nurse as Educator

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the evolving roles of the nurse educator within the ever-changing healthcare system and educational environment. You will also explore the nurse educator from the teacher, leader, researcher, collaborator, mentor, and change agent perspectives. The principles of teaching adult learners applied to classroom and clinical education settings will be examined. A personal and professional philosophy of nursing education will be developed in this course.

NUR-7003 - Evidenced-Based Teaching in Nursing

Semester Credits: 3 **Weeks:** 8
In this course students will learn the foundational knowledge in the science of nursing education for developing skills and behaviors for contemporary nursing education practice and scholarship. This course explores current evidence-based andragogic practices within the nursing education discipline.

NUR-7004 - Teaching with Technology in Nursing Education

Semester Credits: 3 **Weeks:** 8
In this course, students will learn the importance of reflection on teaching with technology in nursing education in the classroom and clinical settings. The goal of this course is to ensure that students have an understanding of technology tools that can create diverse and meaningful learning experiences for students. The course is designed to examine current technology trends including simulation, online learning, learning management systems, instructional design, web 2.0 tools, computer assisted learning, presentation software, EHRs, and videos. Through discussion and sharing, students refine their skills in using these tools to practice as an educator.

NUR-7005 - Assessment and Evaluation in Nursing Education

Semester Credits: 3 **Weeks:** 8
Students will learn evaluation methods used in nursing education curriculum. Content includes norm referenced and criterion referenced evaluation methods. Students will identify criteria used to develop reliable and valid evaluation measures. Students will explore measures used to identify cognitive, affective, and psychomotor domains as they relate to education and nursing. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed.

OTL-7001 - Principles and Practices in Online Teaching and Learning

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the essential elements in the field of online teaching and learning, including foundational philosophies, principles, and models. You will consider technologies that increase student success and examine assessment practices and tools specific to the online environment. The goal of this introductory course is to prepare you to use research-based best practices in creating positive online experiences for learners and instructors.

OTL-7002 - Online Teaching Instructional Strategies

Semester Credits: 3 **Weeks:** 8
This course serves as an introduction to instructional learning strategies using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment for learners, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of learners, guiding collaborating online learning activities, and administering online assessment and evaluations.

OTL-7003 - Instructional Design and Engaging Activities

Semester Credits: 3 **Weeks:** 8
In this course, you will explore instructional design and its role in creating engaging online experiences. In particular, you will interpret existing standards related to learner engagement and instructional design, explore instructional design models that support the design of engaging online activities, and actually design instructional content for online experiences. You will also evaluate measures of learner engagement and recommend strategies for increasing learning engagement within online experiences within education and training contexts.

OTL-7004 - The Online Learner

Semester Credits: 3 **Weeks:** 8
In this course, you will consider key issues and practical guidance for working with students in an online environment. The course includes an examination of the basic characteristics of online students and the factors that are critical to their success. You will explore student-centered approaches, engagement supportive of equity and inclusion, and assessment strategies.

OTL-7006 - Facilitating Adult Learning Online

Semester Credits: 3 **Weeks:** 8
Adult learners have unique needs, and this course will prepare you to facilitate online learning to meet these unique needs. You will examine adult learning theories, principles, and pedagogies with particular consideration of diversity, equity, inclusion and adult motivation. You will consider the design of online learning experiences that create opportunities for effective facilitation of adult learning.

OTL-7007 - Developing Online Content Ethically and Legally

Semester Credits: 3 **Weeks:** 8
In this course, you will examine ethical and legal implications of multiple aspects of developing online content. You will consider different ways that use of existing content is distributed and protected as well as individual and collective implications arising from failure to adhere to laws and best practices. You will also consider ethical challenges and the need to consider multiple aspects of content accessibility. At the conclusion of the course, you will be prepared to use strategies to support ethical and legal development of online content across multiple contexts.

OTL-7700 - Leading Online Learning for K-12 Students

Semester Credits: 3 **Weeks:** 8
This course offers a broad overview of online teaching and learning in K-12 education. You will examine opportunities, challenges, and best practices, including communication tools, necessary technologies, and related

resource implications. You will consider needs related to equity and accessibility, including the opportunity to modify content for online delivery.

OL-7100 - Conflict Resolution and Mediation

Semester Credits: 3 **Weeks:** 8
Conflict is a normal part of living and working together. Conflict can give you opportunities to learn and grow both personally and professionally. Of course, the positive potential of conflict does not eliminate the discomfort we can feel around conflict. In this course, you will examine conflict and mediation within a variety of educational organizations. You will evaluate conflict management skills and practices, including discerning the implications of diversity, equity, inclusion, and cultural responsiveness in the process of conflict interpretation and management within educational organizations.

OL-7102 - Leadership Ethics to Attain Organizational Excellence

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the role of ethical leadership in attaining organizational excellence. Given the many types of educational organizations, you will examine leadership competencies that relate specifically to ethical behavior in your choice of educational organizations. Organizational leaders create a culture of ethical behavior. You will critique the techniques leaders use to communicate decisions, manage conflict, and address ethical dilemmas within the educational organization. You will also use case studies as a method of analyzing and responding to ethical dilemmas.

OL-7104 - Leadership in Nonprofit Organizations

Semester Credits: 3 **Weeks:** 8
You will learn fundamental concepts about leadership in nonprofit educational organizations. From the basics of board governance to the leader's role in cultivating reciprocal community partnerships, you will consider the unique needs of different types of nonprofit educational institutions. You will also learn about the role of leadership in managing human and financial resources and communicating with internal and external stakeholders.

OLB-7001 - Conflict Resolution and Mediation

Semester Credits: 3 **Weeks:** 8
Students must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection, and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OLB-7002 - Building Organizational Capacity

Semester Credits: 3 **Weeks:** 8
Capacity building, an integral aspect of organizational leadership, involves investing in the right people for the right roles, and implementing the necessary systems to optimize their success. In this course, students will learn theories and best practices having to do with leadership's role in building and maintaining organizational capacity.

OLB-7004 - Theory and Practice of Organizational Leadership

Semester Credits: 3 **Weeks:** 8
The Theory and Practice of Organizational Leadership course focuses on theories of leadership as they apply to organizational success. In this course, students will learn about various theoretical and applied leadership theories and practices. Students will also identify theories and practices appropriate for their own use in their own organizations.

OLB-7005 - Ethical Leadership

Semester Credits: 3 **Weeks:** 8
In this course, students gain a deep understanding of the complexity of organizational ethics and ethical leadership through critical analysis and research regarding ethical principles. Students will research and evaluate consequences of unethical leadership, and how to build and maintain a culture of ethics. Students will assess ethics as they pertain to the globalization of organizations.

OLB-7006 - Communicating Change

Semester Credits: 3 **Weeks:** 8
Communication is never more important than during times of change. Leaders play an integral role in leading organizational change by helping others understand the need and purpose of change through effective communication. In this course, you will examine leadership theories which underpin communication strategies and practices to successfully manage organizational change.

OLB-7007 - Leader as Coach/Consultant

Semester Credits: 3 **Weeks:** 8
Coaches and consultants (internal and external) have become an important part of organizational reality. In this course, students will examine coaching and consulting theories and application. Students will also explore their skills in adapting their styles to particular organizational contexts, through both effective communication and astute analyses and recommendations.

OLB-7008 - Executive Leadership

Semester Credits: 3 **Weeks:** 8
Leadership strategies are often unique to a specific organizational sector (corporate, governmental, nonprofit, etc.). In this course, you will examine cross-disciplinary leadership theories and strategies for their appropriateness to particular sectors. You will also evaluate the role of leadership in organizational development, organizational culture, and organizational change.

PM-6000 - Project Procurement Management

Semester Credits: 3 **Weeks:** 8
Project Procurement Management includes the processes necessary to acquire the materials necessary for the project team to perform their mission. This course includes contract management and the change control processes required to administer contracts or purchase orders issued by project team members.

PM-6004 - Project Risk Management

Semester Credits: 3 **Weeks:** 8
Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation and monitoring and control.

PM-6008 - Project Monitoring and Control

Semester Credits: 3 **Weeks:** 8
In this course, students will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the initial project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.

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

Semester Credits: 3 **Weeks:** 8
This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for

everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to manage tough human resource issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as both project leaders and project managers. Integration of tools and technology such as social media and management of virtual and multi-cultural teams will also be studied.

PM-7000 - Project Procurement Management

Semester Credits: 3 **Weeks:** 8
Doctoral Learners will examine strategies and materials necessary for a project team to manage procurement processes and issues. The course covers procurement and contracting for products, services, and personnel, as well as legal and ethical implications of procurement and contracting. Students should be able to apply procurement management principles and PMBOK (5th ed) processes to actual contracts and procurement contexts, as well as applying organizational theories to project procurement research.

PM-7004 - Project Risk Management

Semester Credits: 3 **Weeks:** 8
This course examines project risk management planning strategies. students will identify, analyze, and suggest responses to processes regarding monitoring and control. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM-7008 - Project Monitoring and Control

Semester Credits: 3 **Weeks:** 8
In this course students will explore the components of project monitoring and control measures to identify variances from the project plan. Students will assess project monitoring and the controls to be applied from a more theoretical viewpoint. The student will be researching theorists and key implementers in the field. Corrective actions will be formulated in a final assessment project.

PM-7012 - Multiple Project Management

Semester Credits: 3 **Weeks:** 8
This course provides strategies from industries responsible for management of multiple projects. Students will utilize multi-project management tools, techniques and methods need to successfully manage allocated resources across various projects. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM-7016 - Managerial Budgets and Project Management

Semester Credits: 3 **Weeks:** 8
Budgets provide an accurate measurement of the authorized work physically accomplished plus a status of the management's budget for the completed work. This course presents the budgeting for a project and one tool that can be applied to measure project progress: The Earned Value Management technique. Earned value will be examined in this course as an effective technique to manage project budgets and express project progress.

PSY-5101 - Foundations for Graduate Study in Psychology

Semester Credits: 3 **Weeks:** 8
This course is an introduction to graduate studies in Psychology. Students will have an opportunity to review psychological theories, ethical principles, and history of the field, including the emergence of diversity in the field of Psychology. In addition, graduate level skills, such as academic integrity, effective use of the University Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication will be introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY-5103 - Professional Ethics, Law, and Psychology

Semester Credits: 3 **Weeks:** 8
The APA Code of Ethics is a comprehensive document. However, its application can be complex. Ethical decision making involves commitment to principles, a comprehensive understanding of the issues involved and the ability to view issues from the viewpoint of different stakeholders. This course provides you with an opportunity to apply the Ethical Principles in a number of settings and to develop an understanding of a number of basic ethical concepts. This course also emphasizes the importance of knowing state laws and regulations which may differ from the ethics standards established by the American Psychological Association or other national organizations.

PSY-5104 - Theories of Human Development and Functioning

Semester Credits: 3 **Weeks:** 8
In this course, the student will study human development from conception through late adulthood. Students will engage in a variety of activities and applications through which they will explore, understand, and reflect upon key theories and concepts related to physical, cognitive, and psychosocial development across the lifespan. Students will develop an appreciation of the impact of the cross-disciplinary importance of the study of human development.

PSY-5107 - Research Design

Semester Credits: 3 **Weeks:** 8
This course focuses on the fundamentals of quantitative and qualitative approaches to psychological research. Students will gain an understanding of the strengths and limitations of each approach, and how these methods apply to their areas of research interest. This course also provides students with background on research ethics and skills in conducting critical reviews of peer-reviewed research articles.

PSY-5108 - Cognitive and Affective Basis of Behavior

Semester Credits: 3 **Weeks:** 8
This course will examine the foundational theories related to cognitive and emotional influences on behavior. Themes to be traced will include process and application of memory, perception, language, problem-solving, decision-making, and creativity. The course will examine how emotion impacts cognition as well as the interactive characteristics of human cognition and affective functioning.

PSY-5109 - Theories of Personality

Semester Credits: 3 **Weeks:** 8
In this course, students will examine, compare and contrast key personality theories. Drawing on classic and contemporary sources, students will consider Freudian, post-Freudian, behaviorism, and social learning theories. Students will also examine more contemporary theories on personality, such as those put forth by cognitive, humanistic, and positive psychology.

PSY-5110 - Applied Statistics

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to descriptive statistics, hypothesis testing, confidence intervals, margin of error, and the visual representation of statistical data. The emphasis in this course is on developing a conceptual knowledge of how statistics are used in psychological research, applied psychology, and everyday life. The student will learn about many of the commonly used statistical tests in psychological research such as t-tests, ANOVA, correlation, regression, and chi-square are along with their interpretation. The application of these concepts to experimental psychological research, applied psychology, and everyday life will be explored in this class.

PSY-5305 - Psychological Factors in Health

Semester Credits: 3 **Weeks:** 8
In this course psychological factors related to common chronic health conditions like cardiovascular disease, diabetes, and chronic pain are examined. The potential role for these psychological factors like attitudes and beliefs in both enhancing or diminishing health are explored. Key health-related behaviors important to many health conditions including diet, physical activity, sleep, and medical adherence are analyzed through the framework of

theories of health related behavior change. Mental health condition and stress are also considered as they relate to both risk factors for chronic health conditions as well as possible consequences of chronic health conditions.

PSY-5404 - Tests and Measurements in Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. Students will review the history and ethics of tests and measurements in Industrial Psychology. Applications such as performance appraisal and employee selection will be examined, as well as the merits of personality and vocational testing.

PSY-6102 - Multicultural Psychology

Semester Credits: 3 **Weeks:** 8
This course prepares the student to deal with essential issues in a multicultural society from both an individual and professional standpoint. Topics to be covered include the emergence of multicultural psychology, considerations for psychological research and testing, and how multiculturalism promotes a plurality of world views and communication styles. The formation and impact of stereotypes and prejudices in the light of establishing and maintaining a cultural identity in a multicultural society will also be examined. Finally, the student will become familiar with differences in access and views on physical and mental health services in different cultures.

PSY-6103 - Human Communication

Semester Credits: 3 **Weeks:** 8
Verbal and nonverbal communication and listening skills, as well as the ethics that apply to communication are covered in this course. Communication in the workplace, between couples, and across cultures are also key topics of this course. The student will think critically about what makes public speaking influential and also study the cutting edge in communication, electronic mediated communication.

PSY-6106 - Capstone Course: Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence-based practices related to your specific interests.

PSY-6109 - Career and Lifestyle Development

Semester Credits: 3 **Weeks:** 8
This course focuses on the theory and skills needed to provide basic career and lifestyle counseling. During this course, students will explore the importance of careers and lifestyle from a developmental point of view. Research and measurement, which are key to career counseling, will also be evaluated, as well as various career counseling strategies and ethics required in this field. The students will have the opportunity, using scenarios and pilot proposals to exercise skills in career counseling.

PSY-6110 - Clinical Survey of Substance Abuse and Dependence

Semester Credits: 3 **Weeks:** 8
This course will cover the broad scope of substance use and dependence, and its impact on individuals, families, and society. This includes the costs of substance misuse in terms of lives lost, health problems, and financial losses. You will explore theories and models of both the etiology and treatment of substance use disorders, including the exploration of a variety of both legal and illicit substances, as well as the physiological and psychological processes of dependence. Prescription drug abuse, abuse of over-the-counter (OTC) drugs, and dietary supplements will also be covered, and gender and diversity issues are highlighted.

PSY-6114 - Psychological Tests and Measurements

Semester Credits: 3 **Weeks:** 8
This course provides students with a fundamental background in assessment and measurement as well as the ability to evaluate the psychometric strengths and weaknesses of individual psychological tests and measurements, using both conceptual and applied. This course focuses on psychometric principles (e.g. validity and reliability), test and items analysis, test construction, and applications of psychological testing in a wide variety of settings.

PSY-6121 - Theories of Psychotherapy and Counseling

Semester Credits: 3 **Weeks:** 8
This course examines theories and techniques of psychotherapy and counseling in general and their effectiveness when applied to specific diagnoses and special populations. Approaches reviewed include psychoanalytic, client-centered, behavioral, cognitive, existential, Gestalt, contemplative, and integrative. The course also examines proposed models of cultural psychotherapy. Historical bases, underlying personality theories, applications, and case studies for each approach will be considered.

PSY-6123 - Teaching of Psychology

Semester Credits: 3 **Weeks:** 8
This course will provide students with the knowledge, skills, and abilities necessary to teach psychology in academia. Course content will focus on understanding the varied duties which faculty typically perform, including how to effectively design and deliver quality lectures and create engaging learning materials. Students will explore a range of topics throughout the course, including testing and assessment, diversity and inclusion, legal and ethical issues, learning theory and pedagogy, classroom management, effective communication, and how to use technology in the classroom. The course will conclude with students creating a mock lecture on an approved topic in psychology.

PSY-6124 - Qualitative Research Design

Semester Credits: 3 **Weeks:** 8
This course will provide students with the knowledge and skills necessary to critically evaluate and design qualitative research. Course content will focus on assisting students in understanding why scientists perform qualitative research, and how they can critique and utilize existing studies to develop new and meaningful research questions. Students will explore a range of qualitative designs throughout this course, including phenomenology, grounded theory, case study, narrative research, ethnography, diversity, equity, and inclusion in research, and qualitative descriptive designs. The course will conclude with instruction on how to select appropriate methods of data collection and analysis, as well as how to accurately interpret findings, and engage in research/evaluation report writing.

PSY-6125 - Internship Research and Teaching Psychology

Semester Credits: 3 **Weeks:** 8
As a student seeking a Master's degree in psychology, you may opt to complete your degree by taking an Internship in Research and/or Teaching of Psychology instead of the Capstone course. During the internship experience, you will meet weekly with the assigned professor as well as your approved internship site supervisor to discuss your experiences. Weekly assignments include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

PSY-6126 - AI Ethics in Mental Health

Semester Credits: 3 **Weeks:** 8
This course provides you with a comprehensive exploration of artificial intelligence (AI) and mental health, addressing ethical, technical, and practical dimensions. AI's role in diagnosing and treating mental health is also examined, highlighting its potential and challenges. Through case studies and interactive modules, you will critically evaluate ethical issues such as privacy, consent, bias, and data security. In this course, you will examine the

challenges of using AI in mental health, especially the risks of overdependence. You will develop frameworks to address ethical challenges in human-AI collaboration, focusing on fostering oversight, trust, and accountability.

PSY-6201 - Psychology of Sexuality and Sexual Orientation

Semester Credits: 3 **Weeks:** 8
In this course, you will examine dimensions of human sexuality from physiological, psychological, social, and cultural points of view. You will examine these dimensions via recent empirical research. You will also spend time reflecting upon, and in some cases, debunking preexisting ideas and bias, as personal reflection and growth are critical components of multicultural competence. Topics include an overview of stages of sexual identity development, cultural and individual variations, and stigma and discrimination.

PSY-6202 - Psychology of Gender

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the way in which gender is understood and how it is informed by socialization, physiology, biology, and stereotyping. Gender differences are often overemphasized; in actuality, there are fewer differences than often assumed. Issues of transgender and intersex variations will be discussed minimally, as these topics are the focus of another course. Central to this course will be an opportunity to rethink and reintegrate ideas about gender differences and gender similarities across cultures. Further, the course will conceptualize gender on a spectrum instead of as a binary construct and explore historical milestones in the gender equality movement.

PSY-6203 - Introduction to Transgender and Non-Binary Studies

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to factors that influence and impact individuals who identify as transgender. Terms such as gender queer, gender variant, intersex, cisgender, and transitioning, among others, will be discussed. Stages of male to female and female to male transitioning and how to offer support at each stage will be explored. Stigma and barriers to care will be examined as well as strengths-based, affirming model of care for assessment, support, treatment, and advocacy. You will learn to conceptualize cases from a holistic, multicultural perspective and acknowledge that all people regardless of group or identity are informed by their larger context and culture.

PSY-6206 - Psychology of LGBTQ+ Studies

Semester Credits: 3 **Weeks:** 8
In this course you will review the full spectrum of human sexuality and the individual's development of sexual identity and orientation. The full range of identities will be explored including asexuality, gay, lesbian, bisexual, pansexual, and others. Stigma and discrimination as they relate to these groups will be explored in addition to your own bias related to these groups. Historical milestones in the LGBTQ+ movement will be explored. You will examine a strengths-based, holistic, affirming model for treating this community. Your learning will culminate in learning how to educate others on the topics and to advocate for the populations described in this course.

PSY-6207 - Capstone: Gender and Sexual Fluidity

Semester Credits: 3 **Weeks:** 8
The Capstone course in Gender and Sexual Fluidity is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Gender and Sexual Fluidity.

PSY-6306 - Community and Organizational Health

Semester Credits: 3 **Weeks:** 8
This course examines health and wellness in communities and organizations. Evidence-based health interventions are analyzed, and the role of social networks and social support in health-related behaviors is examined. Social determinants of health and ethical standards are considered as they apply in health and wellness interventions for

communities and organizations. You will develop a community or organization health and wellness intervention proposal.

PSY-6430 - Survey in Occupational Health Psychology

Semester Credits: 3 **Weeks:** 8
This course examines the field of Occupational Health Psychology (OHP) which is focused on the application of psychology to improving the quality of work life and ensuring the safety, health, and well-being of workers. Students will review principles, theories, and research regarding the primary prevention of organizational risk factors for stress, illness, and injury at work. In addition, research and practice regarding health protection and health promotion in an organizational setting will be explored. Students will examine how changing organizational structures and processes are influencing the health and well-being of workers and their families. Organizational interventions and programs for the reduction of occupational stress and the improvement of employee health and wellness will be discussed.

PSY-7101 - Foundations for Doctoral Study in Psychology

Semester Credits: 3 **Weeks:** 8
Students in this course will be prepared for success in the psychology doctoral program at the University. Students are introduced to relevant academic communities, professional standards, and doctoral-level expectations. Essential skills needed to pursue a doctoral degree in psychology are emphasized, including critical thinking, comprehending complex scholarly texts and research articles, and effective written communications. Students will identify and begin to explore potential research topics for use in their doctoral studies and complete the course with a roadmap to navigate their way to degree completion.

PSY-7102 - Scholarly Writing and Professional Communication in Psychology

Semester Credits: 3 **Weeks:** 8
This course focuses on scholarly and academic writing with an overarching goal of critically analyzing and thoughtfully synthesizing research findings while adhering to APA style and the principles of Academic Integrity. The emphases in this course are on how to (a) conduct effective literature searches; (b) critically review and summarize research studies; (c) write comprehensive, critical, and synthesized reviews of research literature; (d) formulate ideas and convey them in an ethical fashion; and (e) use feedback to revise and improve one's work.

PSY-7103 - Research Methods

Semester Credits: 3 **Weeks:** 12
In this course you will explore fundamental concepts of research in the social sciences. You will be introduced to key concepts in research methodology and design to encompass quantitative and qualitative approaches to collecting and analyzing data. You will explore issues of conceptualization and measurement, operationalization, validity, reliability, and trustworthiness. You will critically evaluate existing research focusing on key issues that underlie robust, replicable, and rigorous research as well as research ethics. This course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at National University.

PSY-7103U - Research Methods

Semester Credits: 3 **Weeks:** 8
This course focuses on understanding the fundamental concepts of rigorous research in the social sciences. Students will be introduced to concepts such as operationalization, validity and reliability and to different research methodology (e.g., quantitative and qualitative approaches to collecting and analyzing data). Students will critically evaluate academic writing on research as well as research ethics. This course provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at the University.

PSY-7104 - Statistics I

Semester Credits: 3 **Weeks:** 12
This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the

calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in psychology, and also more generally, developing a working knowledge of statistical usage in everyday life.

PSY-7105 - Tests and Measurements

Semester Credits: 3 **Weeks:** 8
This doctoral course in tests and measurements provides the student conceptual as well as practical guidelines in test and scale construction. This course will expose the students to concepts and theories including: the nature of psychological constructs and concepts, measurements and measurement error, item construction and analysis, Classical Test Theory, and the different approaches to establishing instrument reliability and validity. Students will have the opportunity to apply the skills and concepts to a construct relevant to their own research interests.

PSY-7108 - Qualitative Research Design

Semester Credits: 3 **Weeks:** 12
In this course, students will examine the five major qualitative inquiry traditions : narrative research, phenomenology, grounded theory, ethnography, and case study research. Students will gain the critical knowledge of the use of qualitative research methods in psychology and the skills necessary to carry out this kind of research. The course will focus on the steps involved in completing a qualitative research design in preparation for doctoral-level work in qualitative research methods.

PSY-7112 - Research Design Planning

Semester Credits: 3 **Weeks:** 12
This course focuses on how to conduct effective literature searches, specifically in preparation for the dissertation, develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and critically review and write about underlying theoretical frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an extensive search of the peer-reviewed empirical and theoretical literature in their topic area and identify potential areas of inquiry for their dissertation.

PSY-7113 - Recruitment, Selection, and Training

Semester Credits: 3 **Weeks:** 8
This course provides a focus on Personnel Psychology topics including recruitment, personnel selection, performance, and training. Specifically, you will review the fundamentals of job analysis and measurement which serve as the foundation of many human resource management systems. In addition, you will explore recruitment, personnel selection, and placement as well as the legal ramifications of these critical staffing decisions. Job performance models will be examined and you will apply criterion theory to understand performance measurement. Key concepts, tools and research related to career development and training will also be addressed in this course.

PSY-7116 - Tests and Measurements in Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
The goal of this course is to increase students' understanding in the use of psychological tests and measurements within Industrial/Organizational (I/O) psychology settings. Students will explore the purposes and uses of psychological tests as applied to selection, placement, and training assessment. Students will examine how these tools may be utilized as part of typical I/O psychology activities such as developing and administering psychological tests, selecting the right test type, and understanding statistics as applied to test analysis and interpretation.

PSY-7117 - Advanced Statistics in IO Psychology

Semester Credits: 3 **Weeks:** 8
This course involves an examination of univariate, bivariate and multivariate statistical analyses commonly used for research in Industrial/Organizational Psychology. It will prepare you with the skills required to plan, conduct (using SPSS), report, and interpret advanced quantitative statistical analyses. Specific analyses include: correlation,

regression (simple, multiple, polynomial, and logistic), analysis of variance (ANOVA) and covariance (ANCOVA), multivariate analysis of variance (MANOVA) and covariance (MANCOVA), discriminant analysis, factor analysis, linear modeling, and structural equation modeling.

PSY-7118 - Internship in I/O Psychology

Semester Credits: 3 **Weeks:** 12
This course provides you an opportunity to complete their doctoral degree by participating in an internship in Industrial/Organizational Psychology. Internship experiences are designed to guide you through specific standards-aligned experiences which will result in competency development that is demonstrated through application in practice. During the internship experience, you will meet regularly with an assigned University professor as well as an approved internship site supervisor to discuss the student's experiences applying I/O Psychology in an organizational setting. Weekly assignments include submission of required evaluations and preparation for a theoretically grounded signature assignment summarizing the internship experience.

PSY-7120 - Overview of the Psychological Concepts

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the multifaceted world of psychology, the scientific study of mind and behavior. This course will serve as a leveling course for those coming into our psychology programs without the needed background in psychology, or who have earned degrees in psychology many years ago. Through reading, research, and interaction with fellow students and faculty, you will be provided with opportunities to experience various psychology concepts and theories. You will also examine professional ethics.

PSY-7121 - Socio-Contextual Psychology of Gender

Semester Credits: 3 **Weeks:** 8
In this doctoral-level course, you will critically engage in materials designed to explore the diverse processes in which gender concepts are constructed using biological, psychological, and social lenses. You will explore gender, including transgender, cisgender, genderqueer, gender non-binary, and gender-fluid. Along with studying the many forms of gender, you will identify how gender can be experienced as performative rather than as an essential quality. Additionally, you will discuss the implications of these concepts for research and professional practice.

PSY-7122 - Family Processes and Social Context

Semester Credits: 3 **Weeks:** 8
The specific focus of the course is on the processes and dynamics of interaction within family relationships as they relate to concepts of gender identity, sexual orientation, and the intersection of larger social discourses. In this course, you will examine diverse family units (e.g., LGBTQ families, open-relationships), roles, rules, and conflict resolution in families, and an exploration of socio-contextual factors.

PSY-7123 - Key Theories and Concepts in Sexuality and Gender Studies

Semester Credits: 3 **Weeks:** 8
In this course you will explore the intellectual and social movements (such as Marxism, post-structuralism, critical race studies, queer studies, indigenous studies, and postcolonial and transnational studies) that have influenced the development of theories and concepts in gender studies as they relate to research and practice in psychology. You will engage critically in deepening understanding of how theories and epistemology influence the constraints and possibilities in the psychology of gender and sexuality. This is meant to be a theory introduction course to set the stage for the remaining courses in this specialization and engage your thinking in how these theories influence research, teaching, and advocacy.

PSY-7124 - Sexuality and Sexual Fluidity

Semester Credits: 3 **Weeks:** 8
This course will involve an exploration of human sexuality through a socio-contextual lens regarding the psychological and political influences on sexual identity development, sex, and sexuality. The focus of the course

will be upon research and advocacy in relation to issues often arising from oppressive cultural discourses of sex and sexuality. You will address topics including sex, sexual orientations, sexual behaviors, intersexuality, and interpersonal challenges from family and the culture. Using a social-constructionist frame, this class will acknowledge and deconstruct discourses that give rise to the oppressive effects of intolerance, homophobia, sexism, and assumptions of hetero-normativity.

PSY-7125 - LGBTQ Identity and Relationship Development through the Life Cycle

Semester Credits: 3 **Weeks:** 8
In this course you will build on the ideas of developmental psychology to further explore how developmental tasks (e.g., LGBTQ identity development, coming out, dating, love, relationships, marriage, parenting, career, aging) unfold and are affected by the developmental stages throughout lifespan and in the context of societal and institutionalized heteronormativity and homo/bi/trans-phobia. Additionally, the intersection of moral and religious/spiritual development will be explored in relation to LGBTQ lifespan development.

PSY-7126 - Special Topics: Research, Policy, & Advocacy from a Global Perspective

Semester Credits: 3 **Weeks:** 8
This course will look at the intersection of social, relational, and political dynamics that impact the policies related to LGBTQ individual and family lives from a global perspective. This will include the ways that organizational policies (e.g., APA) and laws across countries impact the psychology profession, research, practices and advocacy. Policies to be covered include adoption/surrogacy, second-parent rights, marriage, medical transitioning, homelessness/drug policy, divorce/relationship dissolution, HIV, researcher and advocacy bias, social media.

PSY-7220 - Advanced Applied Theory in Sport & Performance Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be exposed to advanced theoretical and applied mental conditioning techniques used in the field of sport and performance psychology. Through case study analysis and a critical review of current research, you will gain competence in conceptualizing and designing mental training strategies when working with athletes and high performers in a variety of diverse settings. You will also develop the appropriate professional skills to be an effective mental performance consultant in high performance environments.

PSY-7221 - Motivation in Sport & Performance Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be exposed to a variety of motivation theories and principles utilized in sport and performance psychology. You will gain competence in understanding different approaches to motivation, categorizing the characteristics of high and low achievers, and developing motivational strategies when working with athletes and high performers in a variety of diverse settings. You will explore the differences in motivational orientations and evaluate appropriate methods to facilitate motivation. You will also examine the relationship between motivation and flow states.

PSY-7222 - Leadership Development in Sport & Performance Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be exposed to a variety of leadership theories used in sport and performance psychology to help athletes and high performers reach their potential. You will gain competence in identifying team and organizational challenges and creating practical strategies to enhance decision-making, communication, and a growth mindset. You will explore a variety of leadership styles that may assist individuals in identifying an ideal leadership identity and philosophy to successfully guide teams.

PSY-7223 - Prof Ethics in Sport Psyc

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to different ethical principles, decision-making models and ethical guidelines, and professional issues for the field of Sport Psychology. You will review the guidelines presented by AASP and the

APA, explore common ethical issues in sports, military, business, and other high-performance environments. You will also explore ethical challenges related to the technological advances in the field, such as teletherapy. You will critically analyze research articles and case studies that are pertinent to ethical issues in Sport Psychology.

PSY-7224 - Psyc of Sports Injury & Rehab

Semester Credits: 3 **Weeks:** 8
In this course, you will be exposed to advanced theoretical foundations and interventions of athletic injury and rehabilitation. Through case study analysis and a critical review of current literature, you will enhance your learning on how to create an integrated approach to sport rehabilitation. You will explore an advanced approach to the physical, psychological, and psychosocial nature of injuries as they relate to athletes and high performers.

PSY-7225 - Diversity, Culture, & Society

Semester Credits: 3 **Weeks:** 8
In this course, you will explore historical and contemporary topics relevant to the understanding of diversity, equity, and inclusion in sport and high-performance environments. You will learn about various sociological theories and analyze current leadership theories that facilitate acceptance of diversity within sport and high-performance organizations. You will learn to challenge the current state of sport and performance environments by examining its significance in contemporary society through a social, cultural, political, and economic lens.

PSY-7500 - Advanced Quantitative Methods

Semester Credits: 3 **Weeks:** 12
In this course you will examine the principles of quantitative research methodologies. Specifically, you will take a deep dive into the different types of quantitative research methodologies, when to use each, strengths/weaknesses, associated reliability/validity issues, and sampling methods. You will learn how to identify appropriate statistical analyses based on research questions and data considerations, as well as use SPSS to run, analyze, and interpret statistical results. You will explore how to examine, analyze, and interpret psychometric properties for existing instruments/measures in psychological research. Additionally, you will examine feasibility issues and ethical principles related to quantitative research methodologies. Scholarly writing and appropriate use of scholarly literature will be reinforced throughout this course.

PSY-7501 - Advanced Qualitative Methods

Semester Credits: 3 **Weeks:** 12
In this doctoral-level course, you will be immersed in the intricacies of qualitative research methods tailored for the psychology field. You will be introduced to a spectrum of methodological approaches and the foundational philosophical premises guiding them. Central to the course is hands-on application: you'll gain the skills to adeptly navigate the stages of problem formulation, method selection, data collection, analysis, and interpretation. We place a strong emphasis on the ethical dimensions of research, ensuring you are well-versed in the ethical considerations intrinsic to qualitative studies. Moreover, we encourage you to adopt a critical lens when assessing study design, execution, and data interpretation. Research is not just about data; it is about sharing discoveries. This course ensures you develop advanced communication skills for disseminating your findings across diverse platforms. Plus, you'll have opportunities to craft and present comprehensive qualitative research proposals. By the course's conclusion, you'll not only be proficient in methodologies but also gain a deeper appreciation for the depth and transformative potential of qualitative research in psychology.

PSY-8100 - Theories of Personality

Semester Credits: 3 **Weeks:** 12
This course reviews the various theoretical perspectives that have attempted to define and assess personality. Students will trace modern psychology's efforts to explain differences in individual personalities as well as identify universal characteristics. Finally, students will analyze and compare various concepts regarding personality and assess their application in understanding why people act in the manner that they do.

PSY-8107 - Program Evaluation and Monitoring in Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course focuses on the fundamentals of evaluating and monitoring human services programs. The purpose of this course is to familiarize you with the theory of program evaluation so you can conduct quantitative, qualitative, and mixed methods program evaluations. You will further develop your abilities to collaborate with stakeholders in developing evaluation plans that ensure evaluation processes meet the needs of multiple stakeholders. You will identify the various ethical implications of program evaluation and will consider ethical considerations, cultural responsiveness, and diversity in implementing an evaluation plan and reporting results.

PSY-8118 - Grant Writing in Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course will provide an overview of grant writing for dissertation and post-doctoral research on psychology-related topics. Basic grant writing skills such as researching, reading and responding to a Research Funding Proposal (RFP); as well as, developing the grant proposal inclusive of writing the rationale, purpose, problem statement, letters of support, budget and/or plan of work will be discussed. Assignments and projects will be available to engage and strengthen doctoral learners grant writing skills.

PSY-8138 - Cognition, Emotion, and Motivation

Semester Credits: 3 **Weeks:** 8
This doctoral-level course examines the critical concepts of emotion, motivation, and cognition. Topics to be explored include biological, cognitive, cultural, and social influences on emotional development and behavior. The importance of motivation on emotion will be reviewed. The relationship between emotion and cognition will be evaluated as will the concept of emotional intelligence. Emotions and their impact on mental health also will be discussed.

PSY-8139 - Positive Psychology

Semester Credits: 3 **Weeks:** 8
This course examines the historical and theoretical perspectives of positive psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on subjective well-being, positive emotions, strengths, resilience, post-traumatic growth, grit, and growth mindset. You will explore how positive psychology is being implemented in the home, workplace, education, and in clinical settings. You will evaluate the challenges faced by the positive psychology field and the potential evolution of this branch of psychology.

PSY-8140 - Community Psychology

Semester Credits: 3 **Weeks:** 8
This course focuses on the theories, research findings, and applications of community psychology. Relationships between environmental conditions and culture and the development of the health and well-being of all members of a community are also examined. Students will examine key concepts, principles, and values of community psychology. The theoretical frameworks in peer-reviewed research will be examined, assessed, and synthesized.

PSY-8141 - Human Communication - Interviewing Skills

Semester Credits: 3 **Weeks:** 8
Students in this course will learn, practice, and develop core communication skills that are essential to interviewing in the helping professions. As this is a practice-oriented course, students who plan to use interviewing techniques in their current or future professions will gain experience in essential communication skills such as listening to clients, clarifying concerns, and facilitating appropriate actions. Those students will benefit most from this course who are either currently in a helping profession capacity where interviewing is applied, or who are able to practice their skills as interns or in other settings.

PSY-8144 - Group Therapy

Semester Credits: 3 **Weeks:** 8
Group work, including group counseling, group therapy, and other type of change-oriented groups, involves special

dynamics and processes and requires specific leader behaviors and characteristics. In this course, you will examine theory, history, practice, and functioning of group work for various types of groups across different group settings. Information will be provided about group formation, progression, group leadership, ethics, and professional guidelines for the practice of group counseling. Videotapes of group therapy sessions conducted by expert and beginning therapists will form a basis for learning.

PSY-8146 - Theories of Psychotherapy and Counseling

Semester Credits: 3 **Weeks:** 8
In this course, you will gain an understanding of the different theoretical approaches to counseling and psychotherapy, along with an understanding of how these psychological theories developed and unfolded historically throughout time. Additionally, you will consider some of the newer models and methods of practice, along with the concept of the scholar-practitioner model. After completing this class, you will be able to analyze and consider the different models of treatment, and make the best selection given the unique client needs. Throughout the course, you will apply and reflect on your learning, and begin to develop your own integral and personalized approach to treatment.

PSY-8147 - Psychopharmacology

Semester Credits: 3 **Weeks:** 12
This doctoral-level course presents an overview of psychopharmacology, alternative therapies, and principles that focus on helping to identify those individuals who can benefit from the use of pharmacologic intervention, as well as useful methods of evaluating treatment efficacy. Research on neurophysiology, and biologic actions and side effects of psychopharmacological and alternative agents will be reviewed. DSM-5 is used for disorder classifications throughout this course. This course may serve as a foundation for further study for individuals planning to prescribe or consult, within their scope of practice, as a non-physician mental health professional.

PSY-8150 - Human Sexuality

Semester Credits: 3 **Weeks:** 8
You will be introduced to the history of sex and sexuality through the ages, including modern women, gay rights, and queer movements as well as sexual health. You will address key theories of gender, sex, and sexuality. You will also learn about sexual and reproductive attitudes, values, and behavior using developmental, social, and cultural lenses.

PSY-8151 - Lifespan Dynamics

Semester Credits: 3 **Weeks:** 8
The specific focus of the course is on the processes and dynamics of interaction within human relationships, particularly from a life course perspective. You will examine how these dynamics change over time and with special attention given to aging and long-term care in the field of psychology. You will also explore the stages of family life and diverse family types, as well as information about various family structures and roles. You will study conceptualizations of effective functioning in couples and families and address various factors that impact couple and family systems. In addition, you will learn about existing assessments, detection strategies, and interventions pertaining to partner and spousal abuse.

PSY-8152 - Co-occurring Substance Related and Addictive Disorders and other Mental Conditions

Semester Credits: 3 **Weeks:** 8
In this course you will acquire essential knowledge for effective integration of treatment services and ancillary support to individuals with co-occurring substance-related and other addictive disorders and other mental conditions. Specific focus will be placed on leadership responsibility in accurate assessment, treatment planning, and follow up services. Attention will be placed on developing a balanced treatment approach to adequately address the unique needs of the individuals receiving services.

PSY-8153 - Family Systems Approaches for Substance-Related and Addictive Disorders

Semester Credits: 3 **Weeks:** 8
This course connects the issues of substance-related and addictive disorders with family systems dynamics. You will use foundational knowledge regarding substance-related and addictive disorders to understand addictive behaviors. You will also learn about family systems, including family roles, rules, and patterns. Understanding the connection of family relationships and generational patterns of addiction is key to facilitating successful recovery. You will review major theoretical frameworks for successful intervention with family systems as well as with individual who demonstrates addictive behaviors.

PSY-8154 - Substance Related and Addictive Disorder Assessment and Treatment Planning

Semester Credits: 3 **Weeks:** 8
This course provides an overview of substance-related and addictive disorder assessment and treatment planning. One overarching goal of the course is to give you exposure to various screening and assessment measures used in the process of assessment of substance-related and addictive disorders. A second overarching goal is to develop skills related to treatment planning for substance-related and addictive disorders including clinical interview, knowledge of addictive processes, diagnosis, and treatment planning. Finally, you will use the results of the assessment measures to inform diagnostic considerations and decision making around treatment goals and interventions.

PSY-8155 - Group Counseling in the Treatment of Substance Use Disorder

Semester Credits: 3 **Weeks:** 8
In this course, you will evaluate strategies for developing groups for addictive disorders and explore how to assess goodness of fit and readiness for group therapy. While therapeutic substance abuse groups will be explored most directly in the course, you will also explore other approaches such as support groups and alcoholics anonymous. Additionally, you will compare different theoretical approaches to care. A discussion of client needs across settings such as inpatient and outpatient rehabilitation centers will be covered, as well as managed care and possible barriers to treatment. You will also discuss factors related to long-term success and relapse prevention.

PSY-8156 - Research in Substance-Related and Addictive Disorders

Semester Credits: 3 **Weeks:** 8
This course provides an overview of research and theory in the field of substance-related and addictive disorders. You will examine theories of disorder development, maintenance, treatment and relapse. You will learn about research methods for studying disorders and treatment efficacy across diverse populations You will select appropriate research designs to address specific issues related to substance abuse and addiction. Considerations for incorporating research into treatment will be explored. You will also examine potential ethical issues that can arise in research and how to address them.

PSY-8157 - Clinical Survey in Substance-Related and Addictive Disorders

Semester Credits: 3 **Weeks:** 8
In this course you will explore substance-related and addictive disorders from theoretical, socio-cultural, biological, and legal/ethical perspectives. Topics covered include: classification and pharmacological properties of major abused substances, recognizing signs and symptoms of substance abuse and addiction, physiological and psychological processes of use and dependence, theoretical explanations of use and abuse, prevention of substance abuse, treatment approaches to substance abuse and addictive disorders, and the impact of substance abuse and addictive disorders on individuals, families and society.

PSY-8160 - Cognitive and Personality Assessment

Semester Credits: 3 **Weeks:** 8
This doctoral-level course presents an overview of the assessment of personality and cognition throughout the lifespan. The course will provide a conceptual base for psychological assessment, psychometric properties, define cognition and personality according to current research, review commonly used assessment measures, administration procedures, reliability and validity, application of the measures, and discuss the interpretation of

findings. DSM is used for disorder classifications. Considerations of diversity and socio-cultural issues in assessment practices and ethical issues are highlighted. This course serves as a foundation for further study for individuals planning to assess personality and cognitive functioning.

PSY-8161 - Multicultural Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course is designed to increase awareness of multicultural issues in psychology, including issues of social identity and diversity, oppression, and cultural mindfulness with a focus on theoretical models, research, practice, teaching/training, identity development, social justice, advocacy, and techniques and interventions for working with culturally diverse populations in various psychological settings from therapy to the workplace.

PSY-8163 - Youth Psychology and Psychopathology

Semester Credits: 3 **Weeks:** 8
In this course, students will explore topics in child and adolescent psychology and psychopathology, including trauma, attachment issues, and neurodevelopment disorders. Through reading, research, and interaction with fellow students and faculty, students will be provided with opportunities to experience information about healthy and unhealthy cognitive, emotional, and social experiences in childhood and adolescence. Prevention, intervention, and recovery from unhealthy experiences will be addressed. Professional ethics will also be examined.

PSY-8164 - Adult Psychopathology

Semester Credits: 3 **Weeks:** 8
This course provides an introduction to the various types of psychological disorders in psychological science, including anxiety and mood disorders, personality disorders, schizophrenia, sexual dysfunction/somatic symptom disorders, and substance-related and addictive disorders. The course addresses the way psychopathology is conceptualized, diagnosed, and treated. You will make critical appraisals of current diagnostic systems and consider the cultural and social contexts of "normal" and "abnormal" behavior and its clinical application.

PSY-8306 - Health Psychology

Semester Credits: 3 **Weeks:** 8
This doctoral-level course examines psychological influences on physical health and well-being. Key topics to be explored include health behavior change, diversity in healthcare, social support, chronic illness management, illness prevention, and wellness. The role of health psychologists will be discussed, including how they contribute to healthcare policy.

PSY-8307 - Psychosocial Factors in Health

Semester Credits: 3 **Weeks:** 8
The body-mind connection continues to be a popular research topic in the field of medicine and psychology. This course will help the student become aware of the body of research surrounding the impact of behavior, personality, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethno-cultural factors influence health-related behaviors. Lastly, it will help students identify the ways in which psychosocial factors affect our health and health behaviors.

PSY-8308 - Behavioral Nutrition

Semester Credits: 3 **Weeks:** 8
Behavioral nutrition investigates the relationship between healthy diet and behavior. In this course, you will learn about what constitutes good nutrition, malnutrition, and under-nutrition. The physiological impact of nutrition will be examined. Psychosocial factors influencing nutrition and behavior will be reviewed.

PSY-8309 - Eating Disorders and Obesity

Semester Credits: 3 **Weeks:** 8
This course surveys topics related to eating disorders and obesity, including etiology, assessment, diagnosis,

treatment, and prevention. Specific focus is given to the dispositional, social, and cultural factors associated with the development and maintenance of disordered eating patterns. Implications for psychological and physical health are examined.

PSY-8310 - Complementary and Alternative Medicine

Semester Credits: 3 **Weeks:** 8

This course takes an evaluative look at complementary and alternative medicine (CAM) from a health psychology perspective. Evidence-based practice in the application of CAM methods to managing physical health needs will be explored. Strategies and techniques leading to successful treatment outcomes will be assessed. Usage of CAM methods for diverse populations including children, older adults, ethnic groups and other minority populations will be examined.

PSY-8311 - Consultation and Interventions in Health Care Settings

Semester Credits: 3 **Weeks:** 8
Consulting in health settings requires an array of personal skills, knowledge, information, and techniques. In this course, the student learns practical skills for consulting. The student also becomes familiar with typical programs offered by consultants in healthcare settings.

PSY-8312 - Concepts of Trauma and Resiliency

Semester Credits: 3 **Weeks:** 8
In this course you will explore the individual and systemic predictors, types, and impacts of trauma across various personal, family, and community settings and disasters types. You will also examine the cumulative effects of trauma and theoretical approaches to supporting resiliency in individual, family, and community contexts. You will also explore methods to assess resiliency at various levels.

PSY-8313 - Trauma across the Developmental Continuum

Semester Credits: 3 **Weeks:** 8
In this course students will learn how to identify and assess the effects of trauma on the emotional, cognitive, neurological, and physical human systems, as well as the possible short- and long-term effects of trauma across the lifespan (infancy, child, adolescent, adult). In addition, students will examine how diverse cultural backgrounds influence trauma response across the lifespan. You will review pertinent theory, research and evidence-based practices.

PSY-8314 - Disaster Response and Trauma Responsive Practices

Semester Credits: 3 **Weeks:** 8
In this course you will examine crisis and disaster and the impacts they have on individuals, families and communities. You will explore how a crisis can lead to a catastrophic event or result in trauma. Pre-crisis, crisis and disaster response and management will be explained. Trauma responsive theories and evidence-based practices will be explored. You will also review the symptoms and impacts of compassion fatigue, secondary trauma and vicarious trauma. You will be able to mitigate and respond to natural and human-made crises and disasters via recognition of pre-crises and disaster signs.

PSY-8315 - Community Trauma and Resilience

Semester Credits: 3 **Weeks:** 8
In this course you will examine how trauma may manifest at the community level, where symptoms may appear in the physical, economic, social, and cultural environments and subsequently become barriers to solutions that promote health, safety and well-being. Different evidence-based approaches to building trauma-informed, resilient communities will be explored, and post-traumatic growth will be examined. You will also explore theory and current research in the area of community trauma and resilience.

PSY-8316 - Diversity in Trauma and Disaster Response

Semester Credits: 3 **Weeks:** 8
In this course, you will examine how constructs of culture, ethnicity, gender, and sexual orientation influence the experience and effects of trauma from a multitude of contexts, including natural disasters. In addition, you will explore the role of historical and intergenerational trauma as a means to develop cultural competency when responding to trauma. Finally, marginalized populations such as refugees, children of war, and survivors of torture will be examined relative to specific variables that impact trauma or disaster response.

PSY-8317 - Research Ethics in Trauma and Disaster Response

Semester Credits: 3 **Weeks:** 8
This course provides an overview of ethical issues that may arise when working with disaster and trauma survivors. You will learn about ethical principles, such as APA and emergency responders' codes of conduct, and theoretical decision-making frameworks used to make sound ethical decisions in difficult situations. You will also examine potential ethical issues that can arise when conducting research and choosing appropriate evidence-based therapeutic interventions for trauma and disaster survivors.

PSY-8335 - Psychology of Aging

Semester Credits: 3 **Weeks:** 8
In this course, students will evaluate 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). Students will evaluate theories and psychological concepts on aging as well as the diverse needs of the global aging population. Students will evaluate both the personal and professional challenges of aging and the psychological implications.

PSY-8336 - Mental Health and Aging

Semester Credits: 3 **Weeks:** 8
In this course you will review the psychology of aging and related mental health considerations, areas often misunderstood by older adults, family, caregivers, and medical professionals. Common mental health issues such as depression, addiction, and anxiety faced by older adults will be addressed. Neurological changes, including Mild Cognitive Impairment (MCI) and dementia spectrum disorders, will be examined. Symptoms, assessment and treatment options for mental health issues in this population are complicated by the presence by the physical problems and associated medications and treatment. Other topics to discuss include risk factors for non-medication compliance, neglect, and abuse of older adults in residential homes, loneliness, and cross-cultural differences in coping strategies and social support.

PSY-8337 - Aging, Families, and Older Adult Care

Semester Credits: 3 **Weeks:** 8
In this course, students will examine the full range of older adult care services. These include basic assistance with independent activities of daily living (IADLs), activities of daily living (ADLs), rehabilitation care, aging in place, familial caregiving, long-term care, and hospice. Students will investigate the concepts, theories, and strategies related to older adult care as well as common concerns specific to the care and the emotional strains families and older adults may face. A key component of the course will be the appraisal of caregiver strategies, including support groups, respite care, and other community resources.

PSY-8338 - Multicultural Perspectives of Aging

Semester Credits: 3 **Weeks:** 8
In this course, students will examine multicultural influences on the aging process of individuals. Students will evaluate attitudes toward aging and well-being, social support, older adult care, and end-of-life issues. Gender and ethnic differences in aging experiences will be evaluated. Students will analyze and address concerns related to special populations of older adults.

PSY-8339 - Psychological Practice in Gerontology

Semester Credits: 3 **Weeks:** 8
In this course students will evaluate the psychologist's role in older adult care management. This will include an overview of psychological assessment and evaluation as applied to older adults as well as therapeutic techniques and interventions related to aging for individuals, groups and families. Students will analyze ethical considerations in gerontology practice as well as evaluate areas of practice such as clinical settings, government and nonprofit agencies, and long-term care options.

PSY-8340 - Death and Dying

Semester Credits: 3 **Weeks:** 8
In this course, students will evaluate the psychological aspects of death and dying in modern society. Students will analyze attitudes toward death and evaluate theories related to the stages of death and dying, along with coping strategies for dealing with impending death, suicide and complicated grief. Students will appraise ethical issues related to assisted dying and end-of-life planning and decision capacity. Students will also investigate cultural diversity in death and grief, as well as survivor's guilt.

PSY-8341 - Positive Aging

Semester Credits: 3 **Weeks:** 8
Students will evaluate the concepts and theories of healthy aging, an integral aspect of gerontology. Evaluating research focused on healthy aging will reduce any ageist bias and increase your advocacy of older adult health and care. Students are embarking on an exciting journey evaluating the role of diversity and culture on healthy aging and the components of quality of life and social relationships. During this course, students will explore a myriad of healthy aging concepts including appraising dietary and nutrition research, the role of socialization and relationship as well as diversity in positive aging.

PSY-8407 - Industrial/Organizational Psychology

Semester Credits: 3 **Weeks:** 8
The course provides an overview of Industrial/Organizational Psychology (I/O), which involves application of the specific method to investigate issues of critical relevance to individuals, business, and society. Key concepts, tools, and research related to I/O psychology will be addressed in this course. Specifically, you will review the historical foundation of the field as well as explore topics of significance to industrial psychology (e.g., personnel selection, training and development, performance) and organizational psychology (e.g., employee motivation and attitudes, leadership, organizational development, and psychological health and well-being).

PSY-8408 - Leadership and Management

Semester Credits: 3 **Weeks:** 8
In this course, you will gain an appreciation of leadership and how it differs from management. You will approach these topics through a review of the literature and an evaluation of effective leadership competencies such as communication, managing conflict, and leading groups or teams. Self-assessment on leadership will help you understand their own profiles as leaders, as well as gain additional insight in the characteristics of leaders.

PSY-8409 - Work Motivation and Attitudes

Semester Credits: 3 **Weeks:** 8
This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. You will explore the methods used to measure job attitudes and motivation. You will also examine strategies for increasing motivation and improving job attitudes. In addition, important issues such as generational diversity, affectivity, occupational stress, and organizational withdrawal will be addressed.

PSY-8410 - Organizational Development

Semester Credits: 3 **Weeks:** 8
This course provides an overview of theory, research, and practice related to the implementation and management of change in organizations. Specifically, you will learn about the primary steps involved in the change management

process. In addition, you will examine specific types of interventions aimed at facilitating change at the individual, group, and organizational levels. You will also evaluate the role of culture, strategy, design, and leadership in planned organizational change. The impact of contemporary change approaches designed to improve diversity and inclusion, workplace wellness, and employee involvement will also be addressed.

PSY-8412 - Organizational Training and Development

Semester Credits: 3 **Weeks:** 8
This course provides an in-depth look at how organizations train and develop employees. You will explore how training content is developed and how content relates to organizational strategy. You will also examine the importance of needs assessment, the effectiveness of training evaluation, and appropriate instructional methods. Fundamental psychological theories impacting organizational training and development are highlighted.

PSY-8413 - Consulting in Business, Education, and Health

Semester Credits: 3 **Weeks:** 8
This course provides an overview of how psychologists may provide their expertise to assist individuals, agencies, corporations and other types of organizations dealing with problems involving human behavior in the workplace. In this course you will learn how to develop the personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness

Semester Credits: 3 **Weeks:** 8
Students seeking a PhD in Psychology with specialization in Social Policy and Behavioral Health Administration are required to take this course. This course covers ethics and cultural diversity as it relates to mental health and wellness. The history of ethics as well as how ethics relates to legal standards are addressed. Cultural diversity, sensitivity, and competence are also covered.

PSY-8507 - Comparative Analysis of Evidence-based Interventions

Semester Credits: 3 **Weeks:** 8
Students seeking a PhD in Psychology with a specialization in Social Policy and Mental Health Administration are required to take this course. In this course, you will analyze various evidence-based practices used by behavioral health practitioners in the treatment of mental illness and behavioral challenges. Methods of therapeutic accountability, clinical feedback, and outcome monitoring which can be used across all therapeutic approaches will be examined. You will analyze and evaluate treatment approaches in regards to moral, empirical, and political criteria. You will also evaluate considerations for best practice and appraise and select appropriate instruments for behavioral health evaluation.

PSY-8508 - Internship in Social Policy and Mental Health Administration

Semester Credits: 3 **Weeks:** 8
Students seeking a PhD in Psychology with a specialization in Social Policy and Mental Health Administration may opt to complete their degree by taking an internship as an elective. During the internship experience, you will meet weekly with your assigned University professor as well as your internship site supervisor to discuss your experiences. Weekly experiences include submission of required evaluations and preparation for the final theoretically grounded presentation summarizing the internship experience. Internship experiences are designed to align with social policy and/or mental health administration, which result in growth in competencies demonstrated through application in practice.

PSY-8509 - Behavioral Health Services Policy

Semester Credits: 3 **Weeks:** 8
In this course you will explore the historical and current treatment of those who suffer from mental and substance use disorders as well as the various treatment settings. This course will review the role of social stigma of mental illness and substance use disorders, and take a deeper examination of how the health care system is experienced by

individuals who are historically underrepresented including persons of color, person who identify as LGBTQIA+, and those who are economically disadvantaged. Finally, this course will provide an overview of how local and federal policies regarding mental and behavioral health play a critical role in healthcare financing and the accessibility of appropriate quality treatment services.

PSY-8511 - Behavioral Health Administration and Management

Semester Credits: 3 **Weeks:** 8
Effective development, integration, and maintenance of a mental health organization are necessary in today's market in order to have sustainability. Beginning with problem analysis you will transform an idea into a feasible program plan. How an organization adapts to change will also be discussed. In this course you will be asked to analyze strategic management factors such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.

PSY-8604 - Addiction Treatment and Special Populations

Semester Credits: 3 **Weeks:** 12
This course examines the diverse intervention approaches that have been used effectively in special populations, including women, the elderly, veterans, LGBT, and ethnic minorities. Focus will be placed on phases of the therapeutic process from intake/assessment to treatment planning and implementation. The heterogeneity of and within the special populations and the need to ensure appropriate care is provided to this individuals will be emphasized.

PSY-8606 - Clinical Supervision

Semester Credits: 3 **Weeks:** 8
In this course you will evaluate and explore factors that contribute to effective clinical supervision in psychology. Through the course, you will review several key areas of focus. You will examine the role of clinical supervision and its relationship to practice, including an in-depth review of how it functions, the factors present that may create issues as well as strengthen its purpose, significant diverse and multicultural perspectives within clinical supervision, and the necessary legal and ethical considerations and responsibilities for its practice and the nature of risk management.

PUB-7000 - Public Administration

Semester Credits: 3 **Weeks:** 8
In this course, you will explain issues and challenges in managing resources in public organizations while analyzing concepts and theories that are relevant to the practice of public organizations, including government agencies and non-profit or non-governmental organizations. You will also explore the values that guide the practice of public administration. Finally, you will assess the challenges of ethical conduct and behavior as a public administrator working in a dynamic and changing environment.

PUB-7002 - Administrative Law

Semester Credits: 3 **Weeks:** 8
The framers deliberately structured a constitutional republic to constrain the potential abuse of power through federalism and checks and balances. The growth of agencies and administrative law stress these notions of the limited role of government. In this course, students develop practical knowledge about administrative agencies and laws that govern their behavior, examine administrative law in the context of accountability to prevent governmental abuse of power, and apply critical thinking in a variety of case studies.

PUB-7005 - Public Budgeting and Finance

Semester Credits: 3 **Weeks:** 8
Prerequisites: Fundamental requirement in General Management

Budgets and financial resources are integral components of management decisions, especially within governmental

entities. This course will examine budget formulation, implementation, and execution systems, including governmental financial statements, the use of modern financial management technology, and analysis and recommendation for improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.

PUB-7008 - Principles of Organization and Management

Semester Credits: 3 **Weeks:** 8
The management of public sector organizations presents unique challenges to public administrators due to the nature of work done in the public good. In this course, you will learn to navigate the unique attributes of public organizations and the people who work within them. You will critique the principles and techniques of management and organizational behavior, assess the challenges of supervising public employees, and learn the levels of organizational planning in public organizations.

PUB-7016 - Public Administration Theories and Principles of Management

Semester Credits: 3 **Weeks:** 8
The course examines public administration theories and management principles in public organizations. Initially, the course focuses on traditional public administration theory and culminates with modern public administration theory. Additionally, the course allows for assessment of the utility of public administration theory in modern public organizations. Subsequently, the course explores management and governance in public organizations. There is an emphasis on organizational diversity, ethical governance, supervisory challenges, and strategic planning in public organizations. The course culminates in an opportunity to synthesize a theoretical foundation with a contemporary organization through a change plan that considers diversity, management, and planning.

PUB-7017 - Public Personnel Administration

Semester Credits: 3 **Weeks:** 8
People who choose to work for the public good are often motivated by different incentives than employees in private organizations. There are specific challenges you will learn to navigate throughout this course including the assessment of external environmental changes related to politics and policy that influence public personnel administration. Additionally, you will learn to evaluate the legal and policy framework associated with public personnel management and to critique the practices and trends unique to public sector personnel administration. Finally, you will learn the various management strategies that enhance human capital in the public sector.

PUB-7019 - Public Policy Administration

Semester Credits: 3 **Weeks:** 8
The practice of public administration operates as part of the administration-policy dichotomy. In this course, you will develop the skills needed to explain models of public policy analysis and assess how different participants and stakeholders in the policy process impact decision-making. You will also explore and learn to evaluate how court decisions shape public policy. Finally, you will examine how the media influences public policy decisions that inform the work of public administrators.

PUB-7021 - Strategic Management in the Public Sector

Semester Credits: 3 **Weeks:** 8
Success in the public sector requires deliberation and planning in order to support leadership roles and stewards of the public trust. In this course, you will learn and apply those skills that will help you devise plans that strengthen operations in public sector organizations. You will also learn to apply strategic management techniques and skills to public organization operations that are guided by applied and theoretical knowledge. Finally, you will incorporate strategic planning as an integral component of performance development for government and other public organizations.

PUB-7022 - Executive Leadership in Public Administration

Semester Credits: 3 **Weeks:** 8
In this course you will gain executive, high-level skill in differentiating leadership from management in government and other public organizations. You will explore the theories and strategies related to leadership in the public sector and develop methods for creating a vison for public sector organizations that contributes to mission-fulfillment.

PUB-7103 - Grant Writing and Administration

Semester Credits: 3 **Weeks:** 8
The course is designed to teach students the essential elements of grant writing, including how to search for Requests for Proposals, craft Letters of Intent and Inquiry, and write grant proposals. All parts of a grant proposal, such as Executive Summaries, Statements of Need, Project Descriptions, Budgets, Evaluation Plans, Organizational Backgrounds, Sustainability Plans, and Partnerships and Collaborations, are covered. The course also discusses the administration of grants within an agency. For the signature assignment, students will choose an RFP and develop a grant proposal. Finally, students will present their grant proposals virtually as a culminating project.

PUB-7104 - Disaster Management

Semester Credits: 3 **Weeks:** 8
The course covers the disaster management cycle and critical incident management. Students are familiarized with the four stages of the disaster management cycle (mitigation, preparedness, response, and recovery). Furthermore, students will apply their understanding of the disaster management cycle in a comprehensive deliverable designed to enable a critical view of disaster management from an executive leadership perspective. Additionally, students will discuss critical incident management in relation to these phases of the disaster management cycle and, ultimately, in the scope of the signature assignment.

PUB-7105 - Planning Theory

Semester Credits: 3 **Weeks:** 8
The course introduces students to urban planning theory in detail, starting with early theoretical models and working toward contemporary planning theory. Initially, students will become familiar with early planning theory, including the Garden City Movement, the Theory of the City, the Concentric Zone Model, the Sector Model, and the Multiple Nuclei Model. As the course progresses, students will become familiar with more contemporary theories, including the Theory of Community Development, the Right to the City framework, the Theory of Range and Threshold, the Rank Size Rule, Bid Rent Theory, Central Place Theory, the Theory of Creative Class, the Theory of Ladder, Broken Windows Theory, and the Theory of Drive in Culture. Students will also analyze the aforementioned theories and apply them in contemporary situations in urban planning and development.

PUB-7106 - Physical Planning and Urban Development

Semester Credits: 3 **Weeks:** 8
The course covers elements related to urbanization and planning aspects common in urban environments, including land use, zoning, urban economics, site planning, and transportation. Initially, the concept of urbanization will be explored. Each component of physical planning and urban development will be covered individually. Furthermore, sustainability will be discussed. The signature assignment will bring together the integral components in a comprehensive plan for urban development in a particular area.

PSV-7100 - Scholarly Literature Review

Semester Credits: 3 **Weeks:** 8
In this course, you will engage in the process of scholarly literature reviews and academic writing. With an emphasis on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks, you will develop a foundation for future research. The overarching goal of this course is for you to conduct an exhaustive search of the peer-reviewed research literature in your topic area and identify potential areas of inquiry for your dissertation.

PSV-7105 - Statistics I

Semester Credits: 3 **Weeks:** 8
In this course, you will cultivate a statistical mindset through learning and nurturing skills needed to perform and interpret univariate inferential statistics. The course will facilitate building your statistical confidence in assessing and performing statistics. The course will cover univariate parametric and non-parametric statistical tests, interpretation of statistical output, and introduce skills needed to select statistical tests based on quantitative research questions.

PSV-7320 - Quantitative Research Design and Methodology

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

PSV-7380 - Qualitative Research Design and Methodology

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

SEM-5100 - Fundamentals of School Safety, Security, & Emergency Management

Semester Credits: 3 **Weeks:** 8
In this first course, you will examine within a whole community approach the relationships among safety, security, and emergency management within K-12 schools across diverse settings. You will analyze plans from the perspectives of both certified and classified personnel after examining the related criteria and processes. You will also consider the overall importance of a positive school culture as you explore the role of social justice and related themes within the safety, security, and emergency management of K-12 schools across diverse settings.

SEM-5200 - School Safety and Security Technologies

Semester Credits: 3 **Weeks:** 8
This course offers a unique opportunity to explore different technologies available for enhancing the safety, security, and emergency management of K-12 schools in diverse settings. You will inventory existing technologies, document their purpose and utility, and prioritize the needs of specific K-12 schools based on their unique characteristics within diverse settings. You will then examine the costs of purchasing and maintaining typical technologies based on the priorities. Throughout the course, you will consider the reciprocal influences of diversity, equity, inclusion, and social justice with school safety, security, and emergency management.

SEM-5300 - Threat Assessment Fundamentals

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the fundamental concepts related to threat assessment in K-12 schools. Your exploration will include types of threats, functions of threat assessments, and the processes involved in conducting threat assessments. As you explore the roles of stakeholders in the conduct, analysis, and interpretation of threat assessments, you will consider the most effective dispositions of those individuals to contribute to the effort, including the use of threat assessments as decision-making tools. You will consider legal, regulatory, and ethical boundaries and examine your work through the lens of educational equity and social justice.

SEM-5400 - School Safety Plans for Practitioners

Semester Credits: 3 **Weeks:** 8
This course offers a practitioner's perspective on the content and structure of safety plans for K-12 schools in a variety of contexts. You will consider the responsibilities and effective dispositions of individuals who might serve on school safety teams, including opportunities to collaborate with other local stakeholders of school safety and emergency management. You will examine legal, regulatory, and local guidance as well as the integration of

diversity, equity, inclusion, and social justice. Finally, you will explore the relationship between school safety plans and trauma-informed educational practices.

SEM-5500 - Restorative Justice and Other Alternatives to Student Discipline

Semester Credits: 3 **Weeks:** 8
This course offers a distinct opportunity to investigate restorative justice paradigms available for enhancing the safety, security, and emergency management of K-12 schools. You will discover ways in which restorative justice practices can prevent safety and security issues by promoting positive values and relationships. You will examine alternatives to student discipline such as PBIS, SEL, and trauma-informed classrooms and how they enrich safe school objectives as well as keeping students in schools. You will also investigate social justice in education and the school to prison pipeline. Throughout the course, you will consider the reciprocal influences of restorative justice paradigms and social justice with school safety, security, and emergency management.

SEM-5600 - Capstone for School Safety, Security, and Emergency Management

Semester Credits: 3 **Weeks:** 8
This course is the capstone of your specialization or certificate in school safety, security, and emergency management. You will use the foundational principles and approaches you have learned to create a capstone project. In that project, you will analyze responses to incidents, review threat assessments and safety plans, recommend relevant technology, justify the use of restorative practices, and critique restorative justice plans for students. Throughout the course and in your capstone project, you will apply the principles of diversity, equity, inclusion, and social justice.

SEM-7100 - Risk Analysis: Threat and Hazard Identification and Risk Assessment

Semester Credits: 3 **Weeks:** 8

In this course, you will learn about risk analysis through the lens of threat and hazard identification and risk assessment. You will examine the relationships among assessment, planning, and training, as well as prepare risk-benefit analyses, focused on safety, security, and emergency management in K-12 schools across diverse settings. Further, you will evaluate physical risks and review the ways in which diverse settings impact the realization of threats, all the while exploring how diversity, equity, inclusion, and social justice relate to evolving threats. Finally, you will critique all-hazards emergency operations plans that consider diversity, equity, inclusion, and social justice in K-12 schools across diverse settings.

SEM-7200 - Communicating, Collaborating, and Planning for Safety, Security, and Emergency Management

Semester Credits: 3 **Weeks:** 8

This course offers a unique opportunity to explore how communicating, collaborating, and planning of school safety, security, and emergency management come together and operate. To do so, you will determine ways in which Incident Command Systems can be modified for use in K-12 schools and relate Incident Command Systems to communication during crisis incidents. You will also examine ways in which administrators collaborate and communicate with community partners and first responders to help prepare for and manage crisis events in K-12 schools and explain the importance of school-community cooperation in the recovery of whole community crisis events. Critical to this course is explaining ways in which diversity, equity, inclusion, and social justice impact communication during crisis incidents in K-12 schools. Finally, you will construct Incident Command Systems while championing diversity, equity, inclusion, and social justice in K-12 schools across diverse settings.

SEM-7300 - Leadership Paradigms in Safety, Security, and Emergency Management

Semester Credits: 3 **Weeks:** 8

This course allows for a deep dive into the leadership paradigms in school safety, security, and emergency management. As you develop leadership support strategies for staff and students before, during, and after a crisis incident and advocate for team approaches in planning for prevention-mitigation, preparedness, response, and recovery of crisis incidents in K-12 schools, you will also assess current legal and political issues in K-12 school

safety, security, and emergency management. Further, you will evaluate leadership responses to ethical issues in school safety, security, and emergency management and create risk assessment plans for evaluating physical risks within K-12 schools. Finally, you will determine school emergency manager responsibilities in the planning of systems to prevent and mitigate crisis incidents at K-12 schools across diverse settings.

SEM-7400 - Violence Prevention and Response

Semester Credits: 3 **Weeks:** 8

This course offers a practitioner's perspective on violence prevention and response. You will examine violent acts and the impetus behind them in K-12 schools, evaluate responses to violence in K-12 schools, and synthesize behavioral assessment plans that evaluate behavioral risks in K-12 schools across diverse settings. Additionally, you will explore restorative justice systems for preventing violence in K-12 schools. You will justify the need for trauma-informed educational practices and social-emotional learning and their application in preventing violence in K-12 schools. Finally, you will create violence response plans that consider diversity, equity, inclusion, and social justice in K-12 schools across diverse settings.

SEM-7500 - All-Hazards Response and Recovery

Semester Credits: 3 **Weeks:** 8
This course focuses on the response to, and recovery from, school safety, security, or emergency management events. You will assess the roles of administrators before, during, and after crisis incidents and evaluate school family reunification plans in K-12 schools across diverse settings. You will also compose continuity of operations and physical recovery plans for K-12 schools following crisis incidents, and recommend ways in which school administrators should consider diversity, equity, inclusion, and social justice in K-12 schools when facilitating the preparation of emergency operations plans. Finally, you will design and develop academic recovery and psychological recovery plans in K-12 schools across diverse settings.

SEM-7600 - Capstone: Developing Strategies and Policies to Further Safety, Security, and Emergency Management Practices

Semester Credits: 3 **Weeks:** 8

This course is the capstone of your specialization or certificate in school safety, security, and emergency management. You will use the foundational principles and approaches you have learned to create a capstone project. In that project, you will review crisis response policies and critique crisis recovery policies for K-12 schools across diverse settings. You will also justify the use of threat and hazard identification and risk assessment (THIRA) prior to developing K-12 school emergency operations plans and create crisis communication and collaboration strategies for K-12 schools across diverse settings. Finally, you will advocate for safety and security prevention strategies and recommend strategies for considering diversity, equity, inclusion, and social justice in K-12 schools when facilitating the preparation of emergency operations plans.

SE-5001 - Assessment in Special Education

Semester Credits: 3 **Weeks:** 8
In this course, Students will investigate the processes involved in identifying students who may need special education services. Students will examine formal and informal assessments used to determine student needs and eligibility for services, including applying assessment data to the development of Individual Education Plans (IEPs) and/or Section 504 plans when necessary. Students work will be guided by regulations and policies of relevant federal, state, and local education authorities.

SE-5002 - Instructing Students with Specific Learning Disabilities

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on instructing students with specific learning disabilities. Based on the common educational and behavioral needs of students with specific learning disabilities, students will examine relevant

accommodations, modifications, and differentiation of instruction as well as monitoring student progress. The context of this course includes both inclusive and separated educational settings.

SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders

Semester Credits: 3 **Weeks:** 8
This course will focus on instructing students with emotional and/or behavioral disorders. Major emphasis will be placed on: 1) the assessment and identification of emotional and/or behavioral disorders among at-risk students, 2) individual education plan (IEP) development and progress monitoring for students with emotional and/or behavioral disorders, 3) understanding the learning needs of students with emotional and/or behavioral disorders, 4) applying strategies to address students' emotional and/or behavioral disorders, and 5) providing effective instructional practices for students with emotional and/or behavioral disorders in both inclusive and special education classrooms.

SE-5004 - Instructing Students with Intellectual Disabilities

Semester Credits: 3 **Weeks:** 8
This course will focus on instructing students with intellectual disabilities. Major emphasis will be placed on: 1) assessing and identifying intellectual disabilities among at-risk students, 2) developing Individual Education Plan (IEP) for students and monitoring the progress of students with intellectual disabilities, 3) understanding the educational and behavioral needs of students with intellectual disabilities, and 4) providing effective instructional practices for students with intellectual disabilities in both inclusive and special education classrooms, and in the community.

SE-5005 - Special Education Law

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on the basics of the law and legal issues facing special educators and administrators. Topics include: The Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, discipline, appropriate educational decisions, procedural due process, and privacy issues

SE-5010 - Introduction to Students with Disabilities

Semester Credits: 3 **Weeks:** 8
In this course, you will explore key concepts at an introductory level related to students with disabilities. These concepts include historical, contemporary, and legal issues related to the field of special education. You will investigate various disabilities that affect students and explore research and collaborative practices for supporting those students.

SE-7100 - Advanced Topics in Special Education

Semester Credits: 3 **Weeks:** 8
This is the first course in your specialization or certificate in special education. The focus of this course is beyond individual students and classrooms; rather, this course explores special education at the programmatic level, such as an entire school or district. Another focus of the course includes educational equity, social justice, inclusion, and ethical nuances within the context of special education programs. You will also consider teacher retention and the implications of high and low-incidence disabilities on special education program planning and implementation. Throughout the course, you will cultivate communications skills, particularly around conflict management and collaboration.

SE-7200 - Analyzing Data and Monitoring Student Progress

Semester Credits: 3 **Weeks:** 8
This course will support your understanding of collecting, analyzing, interpreting, and using individual and aggregated student data for the purposes of monitoring student progress and improving special education programs. You will consider historical perspectives, different techniques, and coding systems for students who use a behavior

plan. Throughout the course, you will prioritize considerations for equity, fairness, and bias in the collection, analysis, interpretation, and use of student data.

SE-7300 - Leadership, Law, and Finance in Special Education

Semester Credits: 3 **Weeks:** 8
The areas of finance, law, and leadership are deep topics in special education. This course will touch on each of these topics at a higher level. You will explore the various funding models for special education programs and services. This exploration will include the legal considerations related to special education programs with specific references to service delivery models. Related examinations include specific leadership scenarios and reporting obligations. Throughout the course, you will consider the role of leadership in cultivating culturally responsive relationships with all stakeholders to ensure equity and fairness.

SE-7400 - Implementing Programs for Students with Intellectual and Learning Disabilities

Semester Credits: 3 **Weeks:** 8
This course focuses on implementation of special education programs at school and district levels for students with intellectual and specific learning disabilities (SLDs). You will investigate necessary supports, service delivery models, and quality assurance approaches. You will synthesize research for evidence-based practices, including strategies for promoting equity, inclusion, and social justice. While some of the concepts in this course apply to other categories of disability, this course uses the lens of intellectual and specific learning disabilities.

SE-7500 - Implementing Programs for Students with Emotional and Behavioral Disorders

Semester Credits: 3 **Weeks:** 8
This course focuses on implementation of special education programs at school and district levels for students with emotional and behavioral disorders. You will investigate necessary supports, service delivery models, and quality assurance approaches. You will synthesize research for evidence-based practices, including strategies for promoting equity, inclusion, and social justice. While some of the concepts in this course apply to other categories of disability, this course uses the lens of emotional and behavioral disorders.

SE-7600 - Advanced Capstone in Special Education

Semester Credits: 3 **Weeks:** 8
In this final course of the special education specialization, you will synthesize your work across all courses into a capstone project of your own design. This project will integrate theory and practice within a specific topic of your choosing related to special education programs at the school or district levels. As you prepare your project, you will evaluate the impacts of current trends, technologies, and issues of bias, fairness, and social justice within special education programs. Your capstone project will reflect not only your knowledge and skills related to the course learning outcomes, but also your overall preparation to influence special education programs at the school or district levels.

SEL-7100 - Foundations of Social Emotional Learning

Semester Credits: 3 **Weeks:** 8
Your examination of the fundamentals of social emotional learning (SEL) will begin with theoretical support for the foundational concepts and how existing models and curricula reflect those theories, including the principles of equity, diversity, and inclusion. You will also explore essential questions around the relevance of SEL to all stages of human growth and development and the role of SEL within or external to the core curriculum. You will identify general data needs suggested by these essential questions.

SEL-7200 - Implementing SEL in the Modern Classroom

Semester Credits: 3 **Weeks:** 8
This course offers the opportunity for you to examine what social emotional learning (SEL) looks like in the modern classroom. Your examination will include ways to collaborate within professional learning communities around specific models and curricula, classroom organization and management, discipline, and technology that support SEL

within and beyond the classroom. Throughout the course, you will consider what data are needed for implementation and student assessment and how those data can be collected, analyzed, and applied at multiple levels of aggregation.

SEL-7300 - Integrating SEL into School Culture and Climate

Semester Credits: 3 **Weeks:** 8
Social emotional learning (SEL) is for everyone, including adults, and should be more than an isolated activity that happens within individual classrooms. A true SEL learning environment permeates the entire school, including its culture and climate, and reflects the principles of equity, diversity, and inclusion. In this course, you will explore the distinctions between culture and climate and the role that SEL plays in each. You will investigate your potential roles in integrating established SEL into school culture and climate and consider what data you need to assess SEL in the culture and climate.

SEL-7400 - Incorporating SEL with Policy Development and Implementation

Semester Credits: 3 **Weeks:** 8
In this course, you will examine strategies to integrate social emotional learning (SEL) in the processes of policy development and implementation in addition to the policies themselves. Such policies and processes could exist at multiple levels, including school, local education agency, region, state, or nation. As you examine alignment with established models for SEL, you will also investigate how policies, their development, and their implementation benefit from the application of data analyses and reflect the principles of equity, diversity, and inclusion.

SEL-7500 - Involving Caregivers and Communities

Semester Credits: 3 **Weeks:** 8
Opportunities for social emotional learning (SEL) exist throughout the human lifespan. While other courses have considered the roles of caregivers and communities, this course focuses on these roles and how SEL initiatives should reflect the principles of equity, diversity, and inclusion across environments. You will examine available models and specific strategies for extending SEL beyond the classroom, explore community benefits from SEL, and consider partnerships that could support SEL efforts. You will also investigate the types of data you would need to assess SEL initiatives beyond the classroom.

SEL-7600 - Comprehensive Planning for SEL Initiatives

Semester Credits: 3 **Weeks:** 8
This course supports your efforts to propose or support social emotional learning (SEL) initiatives. You will synthesize your work in the previous courses for the purpose of planning, implementing, and assessing social emotional learning at the school level or beyond. In this course, you will develop comprehensive proposals and plans for implementing and assessing SEL initiatives based on needs analyses, organizational climate and culture, and other relevant factors. By the end of the course, you will be ready to propose new SEL initiatives or revise existing SEL initiatives.

MSW-5000 - Introduction to Social Work

Semester Credits: 3 **Weeks:** 8
This course presents an introduction to the practice of contemporary social work. You will review concepts and theories to better understand populations at risk and to enhance awareness of personal values. You also will examine the individual, familial and community context of social work. Finally, you will evaluate professionalism, ethics, communication, and key skills in social work practice.

MSW-5001 - Human Behavior and the Social Environment

Semester Credits: 3 **Weeks:** 8
This course exposes you to the concepts of diversity, cultural competency, human rights, and justice. You will explore social work practices with diverse populations and assess advocacy approaches to ensure clients and constituents receive justice. You also will examine multidisciplinary frameworks of social work to gain a better

understanding of human behavior in social environments. You will be presented with specific theories relevant to diverse client systems. This course emphasizes behaviors of individuals and families of diverse and oppressed populations.

MSW-5002 - Professional Practice with Individuals and Families

Semester Credits: 3 **Weeks:** 8
In this course, students will focus on the social worker-client relationship development with both individuals and families. Students will be exposed to client assessment techniques and principles of professional client relationship building. Evidence-based practice and service delivery will be explored. Elements of justice from the social work perspective as they apply to individuals and families also will be reviewed.

MSW-6002 - Social Welfare Policy

Semester Credits: 3 **Weeks:** 8
In this generalist course, students will explore historical and current social welfare policies, programs, and institutions in the United States as well as the social, racial, economic, and environmental justice issues that shaped these responses to identified social problems. You will learn the legislative process by which social welfare policies are enacted and understand the relevance of policy to social service delivery and social work practice. The course also provides a framework for the critical analysis of social welfare policy including recognition of how such policies contribute to oppression, marginalization, and injustice.

MSW-6003 - Professional Practice with Organizations and Communities

Semester Credits: 3 **Weeks:** 8
In this course you will focus on evidence-based social work practice with organizations and communities. You will assess and apply the Generalist Intervention Model (GIM) and related social work roles at the mezzo level in organizations and communities. You will evaluate best practices for service delivery in organizations and communities. You will examine how economic policies impact social welfare and the important role of social justice and anti-racist social work practice. You will also assess and apply best practices for ethical use of technology with organizations and communities.

MSW-6004 - Social Work in Behavioral Health

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to social work in behavioral health practice with individuals and groups. You will be introduced to laws and regulations that define mental health services and the scope of practice. You will be introduced to evidence-based practices and service delivery models used in behavioral health with individuals and groups. You will also explore individual and group intervention plans and strategies social workers use in behavioral health. Knowledge and skill development for multi-systems practice in mental health settings will be explored. You will examine and apply the General Intervention Model (GIM) and other conceptual frameworks for social work practice at the micro, mezzo, and macro levels.

MSW-6005 - Ethics and Diversity in Social Work

Semester Credits: 3 **Weeks:** 8
Models of ethical decision making in social work will be discussed in this course. Students will assess the need for ethics in working with diverse populations and constituents, as well as analyze governmental policy that guides social work practice with diverse clients. Students also will examine the ethics of social workers as advocates to ensure justice for constituents.

MSW-6007 - Research Methods in Social Work

Semester Credits: 3 **Weeks:** 8

The focus of this course is on the fundamentals of quantitative and qualitative approaches to social work research. You will gain an understanding of the strengths and limitations of each approach and how these methods apply to social work research. This course also provides you with a foundation in research ethics and skills in conducting

literature reviews and scholarly writing. You will also conduct a critical analysis of existing research on diverse and oppressed populations.

MSW-6008 - Social Work in Interdisciplinary Settings

Semester Credits: 3 **Weeks:** 8
This course introduces you to the process and practice of social work engagement and collaboration with other professionals as a team to deliver services to diverse populations. You will explore communications styles that comprise interdisciplinary therapeutic interventions. Practice interventions supported by research for integrated care settings will also be examined.

MSW-6009 - Generalist Practicum l

Semester Credits: 3 **Weeks:** 12
This course is designed to provide supervised, individual, experiential learning within the setting of a social service/social work agency. Students will gain exposure to the generalist practice of social work with individuals, families, and communities in an agency. Emphasis is placed on the introduction and development of therapy and assessment skills, theoretical integration, and personal and professional growth.

MSW-6010 - Generalist Practicum II

Semester Credits: 3 **Weeks:** 12
The Generalist Practicum II emphasizes the knowledge and processes basic to all social work interventions. The course will introduce students to various intervention models designed to effect change in social systems and specific social problems, and provides an opportunity to examine the integration of research, knowledge, and skills regarding a diverse client base.

MSW-6101 - Advanced Social Work with Children and Families

Semester Credits: 3 **Weeks:** 8
In this course you will apply evidence-based practice to client system problems. You will gain an understanding of their personal and professional values as a social worker engaged with clients who have complex needs. You will be exposed to unique ethical considerations regarding practice interventions with both individuals and families. You will assess the application of regulations and standards in working with diverse populations. You will also evaluate the effectiveness of specific practices and explore the adjustment of interventions based on client needs. You will also explore various family types and dynamics, cultural factors, and other factors influencing family interaction within the family system, with organizations, and the community. You will also integrate DSM-5 guidelines.

MSW-6102 - Advanced Social Work Practice with Marginalized Populations

Semester Credits: 3 **Weeks:** 8
In this course, you will examine what is meant by marginalized populations such as those experiencing homelessness, natural disaster, veterans, and those with severe and persistent mental illness. You will learn how discrimination and oppression impacts the lives of marginalized populations. You will also gain an understanding of the needs and services of diverse populations and the problems they face in accessing social services. You will also develop skills to advocate for oppressed populations regarding social, political, legal and economic justice. You will gain an understanding of the role research plays, to include the minority stress model, in understanding the needs of marginalized and oppressed populations and in generating the assets that increase the resilience and options of oppressed populations.

MSW-6103 - Advanced Social Work in Medical Practice

Semester Credits: 3 **Weeks:** 8
In this course, you will examine current and emerging health behavior theory, research, and practice, and interventions, specific to various health-related settings used by diverse populations. You will explore theories of behavior change, including resilience orientation, to assist in your continuous professional growth. You will also gain insight into the ethics of social worker facilitation of transitions and endings in medical care. You will develop

knowledge of community resources to assist with social work consultation, advocacy, referral and networking on behalf of clients, to include working with DSM-5 guidelines.

MSW-6104 - Advanced Social Work Practice in Mental Health

Semester Credits: 3 **Weeks:** 8
In this course, you will examine DSM-5 inclusion with facets of mental health intervention needs for individuals with severe and persistent mental illness from a social work perspective. Of particular focus for you in this course will be distinguishing between evidence-based practice, best practices, and areas with emerging research knowledge. You will also examine strategies that evaluate and monitor client progress and treatment outcomes as well as the recovery paradigm for individuals with severe and persistent mental illness. You will also critically analyze the impact of health/mental health policies on populations-at-risk.

MSW-6105 - Forensic Clinical Social Work Practice

Semester Credits: 3 **Weeks:** 8
In this course, you will examine the core clinical skills in forensic social work practice. You will explore contemporary and complex social problems, including health and justice disparities. Common populations and issues regarding forensic social work, including children and families, adults, and older adults, as well as theories integral to forensic social work practice will be evaluated. You will also explore the diverse roles and careers in forensic social work along with the collaborative relationships that forensic social workers engage in with physicians, nurses, psychiatrists, legal professionals, law enforcement, and correctional officers.

MSW-6106 - Advanced Leadership Skills for Clinical Practice

Semester Credits: 3 **Weeks:** 8
In this course, you will explore the skills needed to cultivate leadership and professional behavior and work effectively with multi/interdisciplinary teams. You will examine the delivery of supervision, leadership development, strategic planning, and transitioning from clinician to a leadership position. The role of leader at the organizational level will also be evaluated, including legislative advocacy and a review of jurisdictional regulations and requirements related to licensure and practice. You will examine the expectations of administrative leadership for the daily operation of social work service delivery systems, including the functions of management, team-work, decision-making, use of authority, program planning, and staffing.

MSW-6901 - Advanced Practicum I

Semester Credits: 3 **Weeks:** 12

Advanced Practicum consists of two courses with a focus on experiential learning, offered within a community social service agency, or practice, and supervised by approved community practitioners. In this course, you will apply practice skills with families, groups, and individuals in their social contexts. The emphasis for this first advanced practicum is on developing professional roles and relationships, engaging in interactions with clients, and applying multi-systems assessment and interventions. This course also teaches competencies (A-G) regarding California Law and Ethics for social workers.

MSW-6902 - Advanced Practicum II

Semester Credits: 3 **Weeks:** 12

In this second advanced practicum course, you will implement practice skills to differentially assess the strengths and capacities of interacting with individuals, families, groups, organizations, and communities. Application of social work ethics in professional practice will be utilized. You will also practice interventions and models of evidence-based therapies to evaluate and problem-solve client issues from a generalist practice perspective. This course also teaches competencies A, B, C, F and G regarding California Law and Ethics for social workers.

MSW-6903 - Capstone

Semester Credits: 3 **Weeks:** 8
The capstone course is designed to provide you with the opportunity to consolidate what has been learned in the social work program and effectively apply concepts to real-world social work practice. You will collaborate with your field placement to identify a project in which you will evaluate a selected aspect of the organization or agency work. You will also evaluate your ability to integrate social work knowledge, values, and practice skills in your professional role as a social worker. The capstone is a course at the end of the MSW process that provides you the opportunity to demonstrate key social work competencies at an advanced level with the potential to engage in research-informed practice which may lead to publications..

MSW-6903CA - Capstone

Semester Credits: 3 **Weeks:** 8
The capstone course is designed to provide you with the opportunity to consolidate what has been learned in the social work program and effectively apply concepts to real-world social work practice. You will draw on your practicum placement experience to evaluate a selected aspect of the organization or agency work. You will also evaluate your ability to integrate social work knowledge, values, and practice skills in your professional role as a social worker. The capstone is a course at the end of the MSW process that provides you the opportunity to demonstrate key social work competencies at an advanced level with the potential to engage in research-informed practice.

SM-5000 - Leadership and Administration of Athletic Programs

Semester Credits: 3 **Weeks:** 8
You will explore the methods, principles, and decision-making responsibilities of a university athletic administrator. Through readings and independent activities, you will have the opportunity to equip yourself with skills in leadership and management related to regulatory compliance, budgeting, scholarships, fundraising, and relationships with the broader university. You will apply these skills by taking on the role of an athletic director and tackling some of the problems involved in the development and supervision of intercollegiate athletic programs.

SM-5002 - Legal Aspects in Athletics

Semester Credits: 3 **Weeks:** 8
Students will develop the knowledge, skills, and awareness of the law and how legal precedence relates to interscholastic sport settings. Students will discuss, explore, analyze, and create solutions to specific dilemmas found in athletics at the high school level. An emphasis will be placed on current events and practical applications.

SM-5006 - Sports Governance and Policy Development

Semester Credits: 3 **Weeks:** 8
Students will learn the governance and policy development of interscholastic athletic programs. The roles of the National Federation of State High School Associations (NFHS), National Interscholastic Athletic Administrators Association (NIAAA), the state athletic/activity associations, and federal/state guidelines will be examined. Local board of education governance and the structure of local athletic programs will be reviewed. The course will also address sample athletic program philosophies and departmental organizational structure and procedures.

SM-5010 - Marketing in Athletics

Semester Credits: 3 **Weeks:** 8
In this course, students will learn how the dynamics of marketing and consumer behavior apply to sports organizations. Beginning with an overview of basic marketing theories and concepts, students will gain insight into the ethics of sport marketing, fundraising, and sponsorship while analyzing leagues, teams, and events. Students will apply this insight by developing a marketing plan for an athletic program.

SM-5012 - Issues in Athletic Administration

Semester Credits: 3 **Weeks:** 8
In this course, students will learn the role of contemporary issues in athletic administration and how these issues

affect those who desire to become professionals within interscholastic athletic administration. This course provides a basic overview of sociology and sports, including an analysis of sports' impact on society, society's impact on sports, and the governance of sports programs.

PSY-6904 - Foundations of Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will study theoretical foundations and empirical research of psychological factors related to performance and participation in athletic settings. You will learn about the physical, affective, and cognitive behaviors associated with sport participation and will also examine the psychological theories and research related to sport performance. You will be introduced to performance enhancement techniques and strategies. You will also learn about injury in sports, team dynamics, youth sport and athletic coaching. The topics covered in this course are designed to increase your understanding of the psychological makeup of athletes and how psychological factors influence involvement and performance in sport.

PSY-6905 - Professional Ethics in Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course you will be introduced to different ethical principles, decision-making models and ethical guidelines, and professional issues for the field of Sport Psychology. You will review the guidelines presented by AASP and other professional organizations. You will explore common ethical challenges and situations that arise when working in the field and critically analyze research articles that are pertinent to ethical issues in Sport Psychology. You will explore Sport Psychology as a professional identity.

PSY-6906 - Research Methods in Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course you will gain an overview of various qualitative and quantitative research methods, learn about basic concepts in descriptive and inferential statistics, parametric and non-parametric statistical tests, and be exposed to different types of experimental research methodologies. You will develop critical-thinking skills and an understanding of the methodological tools necessary for functioning as an applied sport psychology consultant.

PSY-6907 - Kinesiology

Semester Credits: 3 **Weeks:** 8

This course will introduce you to each of the major biophysical sub-disciplines of kinesiology: Anatomy, Biomechanics, Exercise Physiology, Motor Control. You will gain insight into the integrated study of human movement and learn how to apply this knowledge to human performance and physical activity.

PSY-6908 - Psychopathology in Sport

Semester Credits: 3 **Weeks:** 8
In this course, you will be familiarized with the major classifications of psychopathology and their impact upon individual performance. You will be introduced to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Emphasis will be placed on assessing for mental health conditions that require referrals to appropriate treating professionals. The course will focus on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders. You will become familiar with counseling strategies in psychology.

PSY-6909 - Applied Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be exposed to a variety of performance enhancement techniques used in sport psychology to help athletes. You will gain competence in performance enhancement skills and techniques for use in working with athletes in a variety of diverse settings while also developing the foundation for your own personal consulting style.

You will explore the process of becoming an applied practitioner in the field and begin creating a binder of performance enhancement activities to be used in your fieldwork experience and in professional practice.

PSY-6910 - Counseling Skills for Sport Psychology

Semester Credits: 3 **Weeks:** 8
In this course, you will be provided with a fundamental overview of the helping relationship provided within the context of applied sport psychology. You will gain a broad understanding of the philosophic bases of helping processes: counseling theories and their application, basic and advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

PSY-6911 - Psychological Foundations of Human Behavior

Semester Credits: 3 **Weeks:** 8
In this course you will be exposed to an overview of the cognitive, social and affective bases of behavior in sport psychology. You will be familiarized with theories of personality and individual difference. You will then be required to integrate theoretical knowledge with practical strategies and interventions appropriate for athletes to reflect on how to integrate concepts of positive psychology and factors that enhance meaning and well-being.

PSY-6912 - Diversity, Culture and Society

Semester Credits: 3 **Weeks:** 8
In this course, you will be given an overview of historical and current topics relevant to the understanding of diversity and culture in sport. You will be exposed to various sociological theories and how diversity issues have impacted the development of sport. You will gain an understanding of the complex nature of gender, ethnicity, socioeconomic status, sexual orientation, race, age, and disability as it relates to current sport practices. You will also be exposed to culturally-competent counseling and consulting strategies for facilitating acceptance of diversity within individual and team sports. You will learn to challenge the idea of sport as an innocent leisure pursuit, to consider its social, cultural, political and economic significance, and its rise to significance, in contemporary society.

PSY-6913 - Team Building and Group Dynamics

Semester Credits: 3 **Weeks:** 8
In this course you will learn how to facilitate team building, through interactive experiences, in an effective way. You will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. You will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. You will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

PSY-6914 - Psychology of Athletic Injury

Semester Credits: 3 **Weeks:** 8
In this course your will learn how to work with an injured athlete as part of an integrated approach to sport rehabilitation. Using mental training strategies for rehabilitation, this course will address the principles of Sport Psychology, which will assist injured athletes, as well as those working with injured athletes, in identifying variables responsible for hindering and enhancing performance. The complex physical and psychological nature of injuries will be discussed, including theoretical foundations of behaviors, psychological intervention of performance problems, and psychosocial strategies/ mental health issues related to injury.

PSY-6915 - Field Work I

Semester Credits: 3 **Weeks:** 12
In this fieldwork placement, you will gain applied experience in sport psychology consulting. The fieldwork-placement aspect will require you to intern at a site where you will be working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided

with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues that pertain to the fieldwork experience.

PSY-6916 - Field Work II

Semester Credits: 3 **Weeks:** 12
In this fieldwork placement you will gain applied experience in sport psychology consulting. The fieldwork-placement aspect will require you to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues which pertain to the fieldwork experience.

PSY-6917 - Capstone in Sport Psychology

Semester Credits: 3 **Weeks:** 8
The Capstone course in Sport Psychology is an opportunity to incorporate your knowledge and understanding of educational concepts and processes that have been learned throughout the program. You will demonstrate a range of competencies, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the program. The final product for the course will include a written document summarizing this work.

SKS-5001 - Comprehensive Strategic Knowledge Studies

Semester Credits: 3 **Weeks:** 8
In this course, students have the opportunity to gain foundational knowledge in 15 different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses.

SKS-7001 - Doctoral Comprehensive Strategic Knowledge Studies

Semester Credits: 3 **Weeks:** 8
In this course, students have the opportunity to gain foundational knowledge in 15 different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses.

MKT-5021 - Strategic Marketing Management

Semester Credits: 3 **Weeks:** 8
This course is an overview of Marketing Leadership, the core of business operations. You will learn not only the vocabulary of marketing and its guiding principles, but how to develop and implement change leadership methods in marketing strategy. This includes developing a fundamental understanding of marketing leadership as it pertains to proactively identifying market changes and thereby marketing opportunities. In light of this understanding, you will learn how to predictively and proactively create an appropriate segmentation and marketing mix strategy culminating in the ability to develop a marketing plan.

MKT-5022 - Advanced Digital Marketing

Semester Credits: 3 **Weeks:** 8
Students in this course will examine the creative and strategic process of advertising and promotion. The emphasis is on current practices and research in advertising and promotion, focusing on consumer behavior theories. The objective is to examine advertising and promotion methods and the ethical practices of designing, developing, and implementing an integrated marketing communication program. Students will also evaluate the challenges and opportunities of advertising and promotion in a global environment. The intent of the course will help you build marketing knowledge that will prepare you to achieve a marketing certification if you wish.

MKT-5023 - Global Product Management

Semester Credits: 3 **Weeks:** 8
Product Management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course provides the marketing foundations required to develop, using various analytical tools, a focused product marketing strategy. Students will develop sound product strategies through a series of building exercises that requires careful construction of a valuable Product Marketing Plan. The course includes critical marketing activities presented from the Product Management's (PdM) vantage point.

MKT-7021 - Marketing Change Leadership

Semester Credits: 3 **Weeks:** 8
In this doctoral course, you will examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation at the intersection of leadership, disruptive innovation, change management and marketing theories for the modern marketing leader. These strategic leadership and change attributes are built around environmental research; marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 Ps), and the new product cycle.

MKT-7022 - Marketing Economics Innovation

Semester Credits: 3 **Weeks:** 8
In this course, you will prepare to understand, apply, and expand marketing economics theory and Practice. This course examines the consequences of an economy undergoing major transformation whereby human attention becomes the new scarcity and currency is being redefined. The marketing manager must thoroughly understand the implications of the new economy before initiating, developing, and maintaining a customer relationship management strategy and analyzing the impact of profitable, long-term customer relationships. Through investigative research, opportunities for theory development and expansion can be identified. The research work developed through this course is suitable for the initial concept paper, research study, or for journal publication in order to further prepare you as a doctoral student.

MKT-7023 - Marketing Science

Semester Credits: 3 **Weeks:** 8
In this course you will explore the emerging role of data, machine learning, and artificial intelligence on the modern marketing manager. The emerging fourth industrial revolution (4IR) is expanding greatly as a result of platform technologies. As such, the marketing manager needs to become more scientific from a data science perspective, when evaluating and implementing strategic planning and tactical execution imperatives, in the ever changing global marketplaces. This course will include the analysis of the interaction of technical, business, and human aspects of the trend toward personalized marketing driven by biometric focused artificial intelligence. In addition, the cultural, diversity, ethical, and legal responsibilities of emerging marketing managers will be examined.

MKT-7024 - Strategic Marketing Communication

Semester Credits: 3 **Weeks:** 8
In this course you will focus on the effective formulation of strategic integrated marketing communication (IMC) programs and processes covering areas such as, but not limited to; the social media as an IMC tool in conjunction with the seminal use of advertising, promotion, public relations. You will develop dynamic strategic marketing communications by analyzing the elements and impact of integrated marketing communication including current trends, technology, and other macro-environmental issues.

MKT-7025 - Global Product Strategy

Semester Credits: 3 **Weeks:** 8
In this course you will incorporate product and brand strategies into a comprehensive management platform and will gain an understanding of how to create the best marketing plans using an optimal marketing mix. Brand development focuses on image and equity coupled with product management. Creating new concepts and constructs

requires best practices and a balance between strategic marketing plan requirements and brand needs in order to develop optimal marketing results.

SCM-6100 - Supply Chain Collaboration

Semester Credits: 3 **Weeks:** 8
Supply Chain Collaboration focuses on aligning business processes and goals between firms within the supply chain toward improving the performance of all members. This course presents the eight managerial processes at the strategic and operational levels, first within the firm and then between firms. Successful Supply Chain Collaboration requires cross-functional integration, right-sizing of partnerships and correct adoption of performance measures, which will be studied in depth with attention to practical applications and deployment techniques.

SCM-6300 - Supply Chain Planning

Semester Credits: 3 **Weeks:** 8
This course focuses on the fundamentals of planning as a primary input into the conception and execution of a robust supply chain architecture. Core facets of planning such as Resource capacity maximization, Supply and demand balancing, Forecast development, Service requirements, Internal and external plan collaboration, and Inventory optimization are discussed in detail. Using simulation and mathematical models as a basis, coupled with practical real life scenarios, this course connects the individual components of the production and inventory planning functions into an integrated supply chain strategy.

SCM-6400 - Distribution Management

Semester Credits: 3 **Weeks:** 8
The ability to deliver the right products to the right customer at the right cost, the right time and the right quantity is mission-critical to any business' success. Successful companies have turned this competency into a key competitive advantage. With most supply chains now spanning the globe several times over, a multitude of service providers, IT systems and distribution systems must all work in concert to deliver excellence. This course will provide the student with an in-depth understanding of the building blocks of transportation modes, warehousing techniques and the strategies companies employ to achieve a competitive advantage in the marketplace.

TIM-5002 - Principles of Information Technology for IT Managers

Semester Credits: 3 **Weeks:** 8
To be successful, technology managers require a broad set of applied skills and knowledge. These skills include a functional understanding of the critical elements of information technology and their application in organizations of different sizes with diverse missions. During this course you will be introduced to the salient elements of IT systems, the processes for technical solutions and development, and consider the legal, ethical, and privacy issues that affect the development and management of technology. At the end of this course you will develop technology management solutions for a global organization.

TIM-5003 - AI for Leadership and Management

Semester Credits: 3 **Weeks:** 8
This course provides insight into the leadership and management uses of AI within organizations. Topics will include the fundamentals of AI from a business perspective, including governance and policy, risk mitigation, the use of AI for strategy and competitive advantage, the use of AI to achieve business goals and objectives, the use of AI for resource optimization and organizational efficiency enhancement, value creation, and practical industry applications.

TIM-5004 - AI for Society & Business

Semester Credits: 3 **Weeks:** 8
This course provides insight regarding the complementary roles of business and society within the context of artificial intelligence (AI). Topics include uses of AI within various industries; societal aspects of AI, ranging from media use to financial applications; use of AI for marketing and sales; lifestyle and business impacts of AI;

acceptance and reticence toward AI implementation; implications of AI use; and how AI represents a transformational resource for value creation.

TIM-5005 - AI, Ethics, & Legal Issues

Semester Credits: 3 **Weeks:** 8
This course provides insight regarding the legal, ethical, and policy issues that involve the emerging artificial intelligence (AI) domain. Topics include regulation and policy; intellectual property issues; negligence, liability, and torts; risk and controls; constitutional issues, including free speech and expression; surveillance aspects, including privacy and protection; and fraud and deepfakes.

TIM-5006 - AI for Strategic Advantage

Semester Credits: 3 **Weeks:** 8
This course provides insight into the use of AI for strategic management and the firm's long-term advantage. Topics include the use of AI in crafting strategy; achieving strategic goals and objectives; use of AI for decision-making; use of AI in competitive markets and environmental scanning; government concerns and regulations that affect AI use; performance of AI vs. humans in behavior and performance; and AI for organizational assessment.

TIM-5007 - Current Topics in AI

Semester Credits: 3 **Weeks:** 8
This course provides an overview of current topics in the field of artificial intelligence (AI).The course will incorporate a directed approach to exploring current literature and practical AI applications within the contexts of technology management and leadership. The course will culminate in the presentation of findings in the student's area of interest.

TIM-5030 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 **Weeks:** 8
Data forms the foundation of all automated systems within an organization. The assessment of risk and approaches to achieve risk reduction must address internal systems, cloud services, mobile and user devices, including the latest networking capabilities. In this course you will investigate the implications of data, networking, hardware, software, and people on the organization's ability to succeed. The combination of technology assets, vulnerabilities, and threats require proper preparation and viable countermeasures to enable success. You will study how to assess, preempt, and obtain the resources to defend the organization. Your learning includes the implications of governance, compliance, policy, and privacy.

TIM-5035 - Cybersecurity, Risk Management and Policy for IT Professionals

Semester Credits: 3 **Weeks:** 8
As more applications and data are migrated to the cloud and mobile environments, risks, threats, and vulnerabilities are on the rise. IT professionals must be able to establish protection mechanisms to support secure hardware configurations and implementations. During this course, you will study the concepts and application of cybersecurity, privacy, and information protection frameworks in IT environments. You will also explore the standards, mechanisms, tools, and policies needed to protect data and network infrastructures from internal and external cybersecurity threats.

TIM-5040 - Systems and Architectures for IT Professionals

Semester Credits: 3 **Weeks:** 8
Computers and information technology are present in all layers of today's modern organizations and are vital to business success. Thus, IT professionals must be able to implement and manage every component in the technical landscape. During this course, you will explore computing platforms and peripherals, identify the internal components and functions of a computer, and examine the internal architecture and systems configuration of real and virtual servers. You will also evaluate different operating systems and examine some of the best ways to configure and manage patches and upgrades.

TIM-5050 - Principles of Project Management

Semester Credits: 3 **Weeks:** 8
This introductory course provides an overview of the principles of project management. The course is aligned with international principles, standards, and methodologies that are used to support project teams as they work to achieve projects' objectives. You will learn about the role of a project manager, project management scope, schedule management, cost management, resource manage, identify risks and opportunities, and communications with stakeholders. The course will culminate with an integrative project where you will apply the concepts and techniques to develop and present a project plan.

TIM-5100 - Management and Governance in Technology

Semester Credits: 3 **Weeks:** 8
Management and governance in technology make unique demands on managers. This course examines the important aspects of these elements including the ability to recruit and retain skilled technical professionals in an evolving technical environment. During this course, you will learn how to manage the employee lifecycle including recruitment, development, evaluation, and retention to become a transformational leader. You will also acquire the skills and knowledge necessary to determine policies and procedures associated with ethical governance and administration.

TIM-5110 - Finance and Planning in Technology

Semester Credits: 3 **Weeks:** 8
Finance and planning are critical elements for technical managers. The fiscal skills and knowledge associated with managing budgets, resources, and cost centers are critical for success in a technical environment of changing needs and priorities. This course provides you with a working knowledge of line items commonly found on a ledger and discusses methods for building and managing a financial plan. The course concludes with an examination of the processes for building and implementing strategic and operational plans.

TIM-5120 - Technical Communication

Semester Credits: 3 **Weeks:** 8
The need for quality communication underlies nearly every aspect of technical management. This course will review the critical elements of style in written communication. Specific attention is given to the recommended formats in technical documents. During this course, you will also learn and apply the principles of design of slides and other visual media. The course concludes with an examination of the tabular and visual communication of data.

TIM-5221 - Quantitative Research Design for Technology Professionals

Semester Credits: 3 **Weeks:** 8
The results of technical research are frequently used to support informed management decisions. This course provides technology professionals with the skills needed to analyze quantitative research studies that support specific types of data. During this research course, you will analyze different types of quantitative research methods and statistical techniques. You will also examine the instrumentation, data collection, and data analysis tools and techniques used to create aligned, ethical, and substantive research designs.

TIM-6010 - Strategic Management of Technology & Innovation

Semester Credits: 3 **Weeks:** 8
Effective technology information management professionals must be able to assess, plan, implement, and manage technical systems and services to promote value creation. During this capstone course, you will demonstrate the knowledge and skills gained throughout the Master of Science in Technology Information Management program by implementing technology-based improvements and innovation for a global organization in its competitive environment. As part of your signature assignment, you will integrate strategies for improvement, including industry standards, ethics, measurement, procedures, and tools for planning.

TIM-6011 - Strategic Management of Technology

Semester Credits: 3 **Weeks:** 8
Effective technology information management professionals must be able to assess, plan, implement, and manage information technology systems and services to promote organizational improvement. During this capstone course, you will demonstrate the knowledge and skills gained throughout the Master of Science in Technology Information Management program by planning strategies for improvement in diverse and globally reaching organizations. As part of your signature assignment, you will integrate strategies for improvement, including industry standards, ethics, measurement, procedures, and tools for planning.

TIM-6121 - Distributed Algorithms and Parallel Computing

Semester Credits: 3 **Weeks:** 8
Organizations depend on distributed systems and parallel computing to achieve the performance and reliability required by their systems. These systems provide organizations with the ability to leverage hardware and software platforms to improve efficiency. During this course, you will learn computing concepts at single system and organizational levels, such as instruction level parallelism, task level parallelism, multicore computing, and distributed algorithms. You will complete the course by developing distributed solutions that include fault tolerant applications.

TIM-6210 - Quality Management

Semester Credits: 3 **Weeks:** 8
The effective implementation of quality management practices for process improvement is necessary for organizations to be successful. During this course, you will explore systematic approaches to Total Quality Management to improve organizational performance and meet management and customer expectations. You will study quality assessment models and Lean Six Sigma tools, such as business process modeling and business process reengineering, to eliminate waste, increase performance, and meet standard requirements. You will also develop and present a quality management plan.

TIM-6301 - Principles of Cybersecurity

Semester Credits: 3 **Weeks:** 8
This course will introduce you to the concepts of security and cybersecurity, using the (ISC)2 CISSP Common Body of Knowledge to build a foundation to succeed in completing the degree. You will examine the full range from governance through compliance with laws, through people risks, to technology. Various mitigation options are considered to reduce vulnerabilities, counter threats, and to protect an organizations data and system assets. You will study the need to protect organizations from future exposures and the ability to motivate the resources needed to defend an organization.

TIM-6320 - Contingency Planning & Incidents

Semester Credits: 3 **Weeks:** 8
Due to the continued demonstration of weaknesses in most information systems and cloud environments because of malicious computer attacks, natural disasters, and human error, the demand has increased for information security practitioners to develop contingency plans, incident response plans, disaster recovery plans, and business continuity plans. During this course, you will study the management of events to trigger appropriate actions. You will also learn to analyze risks, evaluate and develop recovery strategies, and manage issues associated with rapid response and recovery activities.

TIM-6331 - Cloud and System Certification, and Accreditation

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

security for interconnected systems. You also will learn about regulatory changes designed to address the safety of cloud computing.

TIM-6410 - Cloud Computing

Semester Credits: 3 **Weeks:** 8
Cloud computing has transformed the way industry does business, government offers services, and academia moves to online learning. In this interconnected world, the office has gone mobile and data is managed over the cloud by services like software as a service, data as a service and security as a service. In this course, you will study how to implement and use application program interfaces and services that are structured to support application management over the internet. You will study strategies for managing and securing data handled over remote connections.

TIM-6430 - Systems Analysis & Design

Semester Credits: 3 **Weeks:** 8
This course introduces the systematic process of software development life. You will explore different software methodologies and best practices to ensure the high quality of the applications in the competitive environment. This project-driven course introduces you to the essential practices and tools required for systems analysis and design. You also will practice using various software tools and resources to create designs and deliverables for simulated real-world projects. Ethical issue and security concerns in information systems design and implementation will be discussed.

TIM-6500 - Principles of Data Science

Semester Credits: 3 **Weeks:** 8
Data science is a dynamic subject, with new techniques of analysis and visualization of data to provide insights continually under development. During this introductory course, you will learn about data science applications such as supervised, unsupervised, and reinforcement learning, statistical models, data visualization, and the data science life cycle. This course introduces you to commonly used data science technologies and platforms. You will also explore relevant legal, ethical, and privacy issues affecting data management, analysis, and reporting in today's technology environments

TIM-6510 - Data Visualization and Communication

Semester Credits: 3 **Weeks:** 8
Building and communicating graphical representations of data are critical tasks assigned to data scientists. In this course you will learn to design and create interactive and static visualizations using the appropriate formats based on the principles of composition. You will gain the understanding of how to represent curated and transformed data to tell a story of insights to a targeted audience of stakeholders. The data will be based on tabular models selected from industry. In the signature assignment, you will deliver an effective communication of insights to stakeholders you must sway using your skills gained in data visualization and communication.

TIM-6530 - Big Data Integration

Semester Credits: 3 **Weeks:** 8
Big data integration is a set of processes used to accumulate and aggregate data from disparate sources for future transformation into valuable insights. You will gain knowledge of the 4 V's of big data (volume, velocity, variety, veracity), along with aspects of data governance and its role in data quality. The course will focus on techniques employed in integrating big data and making well integrated data ready for analysis. You will learn the practical and ethical considerations involved in big data integration and analytics. The course will culminate with the creation of an enterprise level big data integration plan.

TIM-6540 - Interpreting and Reporting Data

Semester Credits: 3 **Weeks:** 8
Data are of little meaning unless transformed into insights. In this course, you will explore the methods and

processes through which data are reviewed for the purpose of arriving at an informed decision making or insights. The interpretation of data assigns a meaning to the information analyzed and determines its signification and implications. Reporting of data is the art around data science that establishes the best format alternative for the audience set to the receive the insights.

TIM-6550 - IT Asset Management

Semester Credits: 3 **Weeks:** 8
Information technology professionals must have an understanding of the IT lifecycle and asset management principles to support organizational goals. This course covers the processes and services that enhance IT asset management practices leading to cost-effective decisions. During this course, you will study the best ways to manage hardware, software, and data assets. You will also examine the legal requirements affecting data retention and disposal and the provisions needed to control mobile, BYOD, and cloud operations.

TIM-6601 - IT Project Management

Semester Credits: 3 **Weeks:** 8
This course provides an overview of the principles, guidance, and technologies for the practice of information technology project management. Emphasis is given to primary processes, deliverables, and knowledge groups involved in project management. You will practice project management specifically as it relates to managing and developing new technologies and ideas by applying tools and technologies in demand and use by the industries. The course is aligned to professional and international recognized standards.

TIM-6610 - Leadership in Project Management

Semester Credits: 3 **Weeks:** 8
Project managers must be able to create project plans that ensure the effective management of resources and communications. This course provides an examination of theories applied to leadership, resource, communications, procurement, and stakeholder management as they relate to information technology project management. During this course, you will examine project management theories and explore the differences between project management theory and reality as applied to different organizational cultures and dynamics. You will also explore conflict resolution strategies and develop a project communications plan.

TIM-6615 - Agile Project Management

Semester Credits: 3 **Weeks:** 8
This course provides an overview of agile principles aligned with internationally recognized standards and methodologies that are commonly used to support information technology efforts. During this course, you will explore agile approaches including Scrum, Crystal, Dynamic Systems Development Method, Lean, Kanban, and Feature-Driven frameworks. You will gain knowledge of Scrum processes and leadership, including teams and collaboration within technology projects. In addition, you will learn important techniques managing Sprints, user testing, and releasing usable code output. The course culminates with you managing the project to a successful close while adapting to changing needs.

TIM-6620 - Project Management Systems & Technology

Semester Credits: 3 **Weeks:** 8
Project management consists of a set of tools and techniques used to conduct a set of tasks and manage inputs to produce outputs or deliverables in a timely fashion. These days, project managers and teams have a wide range of tools available to facilitate interaction and complete project milestones within time and budget. In this course you will study the project tools, methodologies, and techniques that can aid the project manager in ensuring the project's success.

TIM-6630 - Managing Risk in Project Management

Semester Credits: 3 **Weeks:** 8
Successful managers identify and manage risk within their organization and projects. In this course you will learn

the Project Management Institute Standard for Risk Management. You will identify the principles of the Risk Management Framework within your organizations and projects. This includes ways to recognize and reduce exposure to risk. At the conclusion of this course, you will develop risk classification along with a list of known risks by reviewing project artifacts within your organization to plan for risk occurrences.

TIM-6640 - Program & Portfolio Management

Semester Credits: 3 **Weeks:** 8
Portfolio and program managers must be proficient in simultaneously managing multiple projects and leveraging resources. This course covers various techniques for the management of project portfolios and programs involving diverse technical cross-functional teams. During this course, you will explore the challenges and risks associated with managing multiple projects, analyze different ways to successfully allocate resources across multiple projects, analyze the value and alignment of projects with strategic goals, and design a project management office (PMO) to add value to an organization.

TIM-7001 - Principles of Technology Innovation Management

Semester Credits: 3 **Weeks:** 8
Fundamental approaches to the breadth and depth of technology and its societal proliferation are important aspects of technology management. In this course, the technology life cycle from inception to obsolescence will be researched. Technology management includes ethical, economic, and financial aspects of technological research, development, and emergence. You will examine strategic, operational, and tactical aspects of technology management. You will conduct discovery on technology assessment and frameworks for managing technology in organizations. Finally, you will recommend a strategy including research questions, from an applied perspective, to underline potential technology doctoral topic areas.

TIM-7011 - Management of Computer Networks

Semester Credits: 3 **Weeks:** 8
In this course, students are prepared for an understanding of networks and related theory to support computer science, cybersecurity, and technology management needs. Students will learn network concepts, as well as designing networks for reliability, availability, confidentiality, and network monitoring. Content will include high-level design of networks, evaluation of service providers, and strategies to prepare an organization for future communication needs (such as multi-cloud, satellite, 5G & 6G, and quantum data communications, plus related security techniques). Students will learn network design, planning, the role of network data communication devices, global access, and safe third-party data exchange.

TIM-7020 - Databases & Business Intelligence

Semester Credits: 3 **Weeks:** 8
Data and databases are the foundation of all business systems. Organizations that do not understand the importance of data management are less likely to survive in the modern economy. During this course, you will study advanced concepts of database management systems and data warehouses. You will also research processes and techniques used to improve data repositories, manipulate data, and prevent data corruption. By the end of the course, you will be able to construct, assess, and transform data to improve business intelligence to support informed business decisions.

TIM-7031 - Managing Risk, Security, & Privacy in Information Systems

Semester Credits: 3 **Weeks:** 8
This course explores data and various systems, risks, and policies in organizational settings. Topics include risk, policy, and ethics for tangible and intangible domains. You will explore methods for assessing, mitigating, and managing risks, threats, and vulnerabilities. This course presents theories, models, standards, and frameworks that comprise the basic tenets of risk, and guide the design, protection mechanisms, practices, and procedures for managing and leading organizations. The course explores the risk concepts that contribute toward long-term

strategic management, executive leadership organizational perspectives, and emerging threats, while incorporating short-term project risk and policy concerns.

TIM-7040 - Technology Policy & Strategy

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of the frameworks, theories, concepts, and strategies for managing technology policies and implementing emerging technology in business organizations. During this course, you will research the legal, technical, and managerial considerations needed to design an information technology governance structure. You will also formulate a policy and strategy proposal, including research problems, and questions to facilitate applied research in the domain.

TIM-7101 - Statistics with Technology Applications

Semester Credits: 3 **Weeks:** 8

This course serves as an extensive exploration of statistics for the technology leader. Included in the course, is an advanced examination of statistical analyses commonly used for information systems and technology research. During this course, you will use different statistical tools to enhance your advanced analytical skills. These statistical analysis skills are required to plan, conduct, and interpret quantitative data to inform enterprise decisions. You will also learn to illustrate and produce technical output reports.

TIM-7211 - Introduction to Research Design and Methodology for Technology Leaders

Semester Credits: 3 **Weeks:** 8
This course provides a survey of the different methods used to conduct technology-based research. During this course, you will learn about the research principles and methodologies that guide scientific inquiry in order to develop an understanding of the effects of research on individuals and organizations. Specifically, you will study the scientific research lifecycle, data collection methods, and research design methodology. You will finish the course by selecting a research design methodology to support your research interests through the remainder of your program.

TIM-7221 - Quantitative Research Design for Technology Leaders

Semester Credits: 3 **Weeks:** 8
The results of technical research are frequently used to support informed management decisions. This course provides technology leaders and professionals with the skills needed to design and conduct quantitative research studies to support specific types of data. During this advanced course in research, you will explore and apply different types of quantitative research methods and statistical techniques. You will also explore instrumentation, data collection, and data analysis tools and techniques to create aligned, ethical, and substantive research designs.

TIM-7225 - Directed Quantitative Research

Semester Credits: 3 **Weeks:** 8
A quantitative research design includes objective analysis using experimental, quasi-experimental, and related techniques. Technical quantitative research involves statistical analysis of data collected from a larger number of participants to determine an outcome that can be applied to a general population. During this course, you will work through the scientific research process and apply your knowledge of quantitative research design to develop a technical research proposal in which you can use to support your research interests through the remainder of your program.

TIM-7231 - Qualitative Research Design for Technology Leaders

Semester Credits: 3 **Weeks:** 8
The results of qualitative research are frequently used to support informed management decisions. This course provides technology leaders with an in-depth introduction to qualitative methods for studying human behavior, including grounded theory, narrative analysis, and case studies. During this advanced course in research, you will apply qualitative research methods to an information technology-based study. You will also deepen your research

knowledge and skills by conducting interviews, collecting and coding data, producing ethical data conclusions, and creating objective research reports.

TIM-7235 - Directed Qualitative Research

Semester Credits: 3 **Weeks:** 8
A qualitative approach to research of a technical nature integrates theoretical, conceptual, and empirical constructs with common practices and experience to gain an understanding of performance and functionality, develop an applied and testable model for improvement, or provide insights into problems to develop new ideas. During this course, you will work through the scientific research process and apply your knowledge of qualitative research design to develop a technical research proposal to support your research interests through the remainder of your program.

TIM-7241 - Constructive Research Design for Technology Leaders

Semester Credits: 3 **Weeks:** 8
The results of technical research are frequently used to develop new products and services. This course provides technology leaders and professionals with the skills needed to design and conduct constructive research studies based on theory. During this advanced course in research, you will examine the methods and measurements used to design constructive research studies to develop sound technical solutions or prototypes. You will also explore software and security testing tools and user acceptance testing methods in order to create aligned, ethical, and substantive research designs.

TIM-7245 - Directed Constructive Research

Semester Credits: 3 **Weeks:** 8
Technical constructive research focuses on models, frameworks, tools, and software used by industry to improve value creation. A constructive approach to research of a technical nature integrates theoretical and empirical constructs with common practices and experience to develop an applied and testable model to improve the fields of computer science and information technology. During this course, you will work through the scientific research process and apply your knowledge of constructive research design to develop a technical research proposal in which you can use to support your research interests through the remainder of your program.

TIM-8101 - Principles of Computer Science

Semester Credits: 3 **Weeks:** 8
In this course, students will study how computer science concepts and theories can be applied and used to solve real-world problems. Students will also be introduced to research in computer science and become acquainted with venues for sharing knowledge in the field.

TIM-8110 - Programming Languages & Algorithms

Semester Credits: 3 **Weeks:** 8
Programming languages and algorithms evolve due to changes in technology, needs, security, and other environmental adjustments. Programming must therefore adjust solutions quickly while limiting the use of resources. This course is an advanced study of the practical and theoretical principles behind the design, analysis, and implementation of algorithms and programming languages for research and professional practice. During this course, you will evaluate the practical and theoretical principles behind language development and the use of different programming languages to address programming problems. You will also examine current algorithms and their evolution for resolving common and anticipated computational problems.

TIM-8122 - Distributed Algorithms and Parallel Computing

Semester Credits: 3 **Weeks:** 8
This course explores the latest developments and applications of parallel and distributed computing in various domains. The course delves into advanced concepts and techniques related to algorithm optimization, solution-driven architectures, and the impact of parallel and distributed computing on advanced technologies and solutions.

You will focus on the specific considerations for parallel computing in Internet of Things (IoT) solutions, advancements in modern parallel computing, applied parallel computing in cybersecurity, and the application of distributed computing in Blockchain technology. Through research, analysis, and assignments, students will gain a deeper understanding of these topics and their real-world applications.

TIM-8131 - Data Mining

Semester Credits: 3 **Weeks:** 8
This course addresses needs in industry, business, and academia to improve performance and advance scientific knowledge. You will learn data mining techniques that help discover patterns, trends, anomalies, and associations that are otherwise hidden or unknown. In addition, this course introduces the fundamentals, principles, implementation techniques, and applications of data mining. Learning also includes data curation techniques, focuses on exploratory data analysis, prediction, classification, association analysis, similarity assessment and clustering, outlier, and anomaly detection. Interpreting and evaluating data analysis/data mining results is explored. Additionally, data mining experience for applications in computer vision, big data, and social networks will be provided.

TIM-8140 - Software Engineering

Semester Credits: 3 **Weeks:** 8
Business processes change continually and require new technology solutions to improve production. Improved technology solutions can speed up processes, increase service delivery speed, and reduce the number of defects. This project-driven technical research course explores the principles and processes needed for the efficient development of software solutions with a focus on software quality design and development. During this course, you will research and suggest models and frameworks to improve software development processes based on different business problems and needs.

TIM-8150 - Artificial Intelligence

Semester Credits: 3 **Weeks:** 8
Artificial intelligence is becoming more and more useful in helping solve everyday problems. Intelligent agents and natural language processing have become common in the marketplace. During this course, you will evaluate the impact of artificial intelligence on performance and enterprise resources. You will also expand your ability to improve an artificial intelligence application to address varied user specifications. Finally, you will be able to produce a complete artificial intelligence project plan that will integrate with current and proposed IT solutions for process improvement.

TIM-8210 - Quality Management

Semester Credits: 3 **Weeks:** 8
This advanced course in quality management provides IT professionals and researchers with the skills to evaluate the impact of quality management principles on organizations. During this course, you will evaluate current processes and applications, suggest measures and provisions for improvement, and propose enhancements to current enterprise quality management models. You will also devise methods to support team integration, positive communication techniques, and dynamic learning approaches for strong collaboration and organizational sustainment.

TIM-8220 - Engineering Law

Semester Credits: 3 **Weeks:** 8
Innovative new ideas are often brought to fruition by talented engineers. Protecting those ideas requires close attention to laws regarding intellectual property; and engineers are bound by regulations that help ensure the safety of their work. In this course, students will study the legal implications of innovation and engineering. In addition, students will learn to use the patent system as a research tool in developing new technologies.

TIM-8301 - Principles of Cybersecurity

Semester Credits: 3 **Weeks:** 8
This course will consolidate a foundation of concepts relating to security and cybersecurity, enabling the successful examination of greater detail and complexity in later courses. You will examine the full range from governance through compliance with laws, through people risks, to technology. Various mitigation options are considered to reduce vulnerabilities, counter threats, and to protect an organization's data and system assets. You will study the need to protect organizations from future exposures and apply critical thinking and synthesis to motivate the resources needed to defend an organization.

TIM-8310 - Cyber Forensics

Semester Credits: 3 **Weeks:** 8
In this course, you will be introduced to the field of advanced cyber forensics. You will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, you will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.

TIM-8320 - Contingency Planning & Incidents

Semester Credits: 3 **Weeks:** 8
Organizations dependent on information systems and solutions to enable the effective operation and survival. Malicious acts, accidental errors, and natural risks threaten the continuous availability of those systems. In this course you will develop the knowledge and skills needed to develop business continuity and disaster recovery plans after the proper analysis of events and incidents. You will help the organization prioritize exposures, identify threats, define appropriate defenses, prepare related processes, and identify resources needed to provide appropriate continuity solutions. Your knowledge will include planning, preparation, training, testing, and updating the incident detection, contingency plans, and crisis management for the organization.

TIM-8330 - Advanced Risk Management

Semester Credits: 3 **Weeks:** 8
Risk management is the foundation of defending organizations from information security, cyber threats, compliance, audit, and privacy exposures. To address risk and assurance, this course builds an integrated approach solution leading to the prioritization of resources for an organization. You will extend your knowledge and skills for global protection within and beyond the perimeter. This course positions the importance of risk management within a cybersecurity program and its role within Enterprise Risk Management (ERM). You will also assess theories and practices concerning risk management, compose a risk strategy, and leverage maturity models to improve the protection of organizations.

TIM-8340 - Secure Software Development

Semester Credits: 3 **Weeks:** 8
Knowledge of security principles and practices in software engineering is vital to provide quality software solutions. This course is an application-based examination of software engineering for the security professional. During this course, you will explore the foundations that support secure software development and analyze different secure software design and development practices. You will also select and defend a secure software architecture and technology approach and then design a secure software deployment and maintenance solution strategy.

TIM-8350 - Cyber Critical Infrastructure, Threats, Terrorism, & Warfare

Semester Credits: 3 **Weeks:** 8
Global integration and broad alliances between criminal elements and nation-states frequently lead to rapidly changing and significant threats to all nations, organizations, and citizens. During this course, you will study current and predictable threats, target critical infrastructure, and determine risks implied in new technology. You will also learn to recognize the risks originating from cybercriminals, terrorism, hacktivism, and nation-state, and other significant threat actors. You will devise and work to get funding for viable strategies to defend critical infrastructures, organizations, and the citizens of the nation.

TIM-8410 - Cloud Computing

Semester Credits: 3 **Weeks:** 8
Cloud computing has transformed the way industry does business, government offers services, and academia moves to online learning. In this interconnected world, the office has gone mobile and data is managed over the cloud by services like software as a service, data as a service, and security as a service. During this course, you will study how to implement and use application program interfaces and services that are structured to support application management over the internet. You will plan strategies for managing and securing data handled over remote connections.

TIM-8420 - Data Warehousing & Decision Support

Semester Credits: 3 **Weeks:** 8
This course provides an advanced study of the theories and trends related to creating and managing enterprise data warehouses. The course will explore the emerging concepts and theories to determine decisions required to plan, design, and implement data warehouse and decision support systems. Additionally, the course will provide an overview of effective policies for decision support systems and data warehousing maintenance. You will gain a detailed understanding of how to implement and overview data warehouse improvements.

TIM-8430 - Systems Analysis & Design

Semester Credits: 3 **Weeks:** 8
This course is an advanced study of the theories and concepts related to systems analysis and design. Special focus is given to the role of the Business Analyst's role for investigating current systems and identifying business needs, process reengineering, and how to move an organization toward the desired future state. Theories and models are discussed for break-through thinking, using technology to improve operations and as a competitive advantage. Students will apply what they are learning to solving real-world problems to identify areas of improvement and develop solutions to them. The course culminates with the presentation of findings that includes the proposed systems design and how to implement the new system in the organization.

TIM-8440 - Knowledge Management

Semester Credits: 3 **Weeks:** 8
This course provides an advanced study of theories and concepts about knowledge management systems (KMS) and trends to evaluate the gaps between theory and practice in knowledge management. Additionally, the course will provide an overview of a comprehensive and methodological approach to support managers in their implementations of KMS. You will also gain the concepts related to capturing, storing, managing, recalling, and reusing organizational knowledge. This course also includes the process to measure results and enable managers to improve their KMS implementations and identify key future issues.

TIM-8501 - Exploratory Data Analysis

Semester Credits: 3 **Weeks:** 8
This course includes analytics methods to understand how data is shaped in relation to how it can be analyzed. This is a foundational skill for data scientists and important to apply prior to creating confirmatory (final) models that predict and deliver end-user insights for decision making. The focal points in this course are descriptive statistics and exploratory data analysis. Specific attention is given to measures of central tendency, clustering, variability, and frequency. You will learn identification of the appropriate univariate analysis for use in applied research in a business context. You will also learn to apply clustering analysis in relation confirmatory models.

TIM-8510 - Data Visualization & Communication

Semester Credits: 3 **Weeks:** 8
Evaluating the accuracy and effectiveness of graphical representations of data is a critical skill required of experienced data scientists. This advanced course in data visualization will help you identify the appropriate questions required to evaluate the validity of the insights provided by others and develop the skills needed to influence other decision makers. During this course, you will synthesize research on the best practices associated

with communicating through data visualization. You will also study techniques and processes you can use to dynamically communicate your interpretations of effective graphic interactive representations of data.

TIM-8520 - Inferential and Predictive Analytics

Semester Credits: 3 **Weeks:** 8
Establishing insights concerning population estimates, while understanding and communicating knowledge about variance in likely outcomes, is a fundamental skill of a data scientist. At the doctoral level, you will apply this understanding to the delivery of documentation for an audience of stakeholders who hinge key business decision-making on understanding the likelihood of an event's occurrence. Within the academic setting, this understanding drives the development of foundational knowledge for research in the resolution of problem settings. In this course you will learn how to understand probability functions to apply your knowledge as a decision-maker or educator.

TIM-8530 - Big Data Integration

Semester Credits: 3 **Weeks:** 8
This course focuses on modern tools and methods to develop and work with large datasets. Some course concepts include the exploration of relational databases, distributed storage software, distributed computing methods, analytics and algorithms. You will explore current topics in the area of big data and potential future problems. You will investigate appropriate architectural techniques associated with big data. You will also evaluate the constructs of ethics in data science, propose techniques for application, and design a system to produce insights.

TIM-8535 - Univariate Analysis

Semester Credits: 3 **Weeks:** 8
This course examines current techniques and methods utilized in manipulating data in quantitative analysis. You will analyze processes within data science that help organize large data sets. You will explore the differences in statistical reasoning based on Frequentists and Bayesian philosophy and will analyze output based on Artificial Neuron Network analysis.

TIM-8540 - Critical Analysis, Interpreting, and Reporting Data

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

TIM-8601 - IT Project Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of the processes, deliverables, and knowledge areas of project management. In this course, you will research project management concepts, tools, and techniques as proposed by standards and methodologies. You will investigate strategies for balancing scope, schedule, and budget in project management. You will explore effective management of resources by assuring quality and controlling risks. You will also explore tools, methods, and trends to respond to industry demands, needs and expectations.

TIM-8610 - Leadership in Project Management

Semester Credits: 3 **Weeks:** 8
This course is an advanced examination of leadership, human capital management, and technical resources as they relate to information technology program and project management. In this course, you will examine models for managing programs and projects aligned with organizational dynamics, culture, governance and environment as part of the program and project lifecycle. You will develop the skills and knowledge needed to effectively manage the

portfolio of programs and projects aligned with the organization's capital investments and strategic goals for process and operations improvement.

TIM-8620 - Project Management Systems & Technology

Semester Credits: 3 **Weeks:** 8
Effective project management requires a precise allocation of resources to complete tasks and deliverables within time and schedule while guaranteeing quality results. Various tools and techniques exist to schedule tasks, manage, and control budget, to produce outputs or deliverables in a timely fashion. In this course, you will research project tools, methods, and techniques available to aid the project manager during project execution and monitoring to ensure project success.

TIM-8630 - Managing Risk in Project Management

Semester Credits: 3 **Weeks:** 8
Risk plays a central role in projects, big investments, and other enterprise endeavors. A sound risk management process integrated with enterprise risk management improves the probability for project success. Constantly assessing potential issues with risk management provides an opportunity to implement controls and provisions to minimize negative impacts on project execution. During this course, you will explore the constructs of project risk management standards applied to information technology projects and methodologies, from traditional to agile and hybrid. By the end of the course, you will be able to improve risk management approaches for quality and effectiveness.

TIM-8640 - Program & Portfolio Management

Semester Credits: 3 **Weeks:** 8
Portfolio and program managers must be proficient at simultaneously managing multiple projects and optimizing resources. This course presents proven methods for leading and managing a portfolio of projects in a cross-section of industries. During this course, you will analyze the methods and techniques successful organizations use to setup and manage portfolios and programs. You will also study resource allocation and the challenges, opportunities, and risks associated with managing multiple projects. Finally, you will create a portfolio and program framework for the project management office (PMO).

TRA-5100 - Fundamentals of a Trauma-Informed Approach to Education

Semester Credits: 3 **Weeks:** 8
In this foundational course about trauma-informed educational practices, you will explore trauma generally from your own individual experiences and perspectives as well as those perspectives held by our collective society. Part of the foundations you will examine include the differences in how children and adults respond to trauma and how different types of trauma might manifest in learners, instructors, and administrators across multiple educational environments. You will also consider what behaviors and dispositions demonstrated within an educational environment might reflect underlying trauma and what principles can guide appropriate responses.

TRA-5200 - Trauma Across Educational Populations and Settings

Semester Credits: 3 **Weeks:** 8
You will examine the different educational settings in which trauma can occur or manifest among different populations. You will consider issues of diversity, equity, inclusion, and social justice as you investigate specific groups of learners and instructors who are more likely to experience trauma as well as identify practices that can minimize the risk of secondary trauma. You will also explore the impact of trauma within specific educational settings, paying particular attention to those educational practices that can exacerbate trauma.

TRA-5300 - Trauma-Informed Strategies for Educational Environments

Semester Credits: 3 **Weeks:** 8
In this course, you will explore several aspects of classrooms across educational environments. You will examine the intersection of social emotional development and trauma-informed educational practices that support a nurturing

environment for educators and learners alike. This examination will include specific classroom elements, the language of the educators interacting with the learners, and the content of the curriculum and other learning materials selected for instructional use. The course also provides an opportunity to modify instructional strategies for alignment with trauma-informed educational practices and recommend instructional tools that support learners who may have been exposed to trauma. You will also determine effective techniques for de-escalating behaviors that may be rooted in trauma.

TRA-5400 - Strengthening Resilience Among Learners and Educational Professionals

Semester Credits: 3 **Weeks:** 8
In this course, you will explore how the general concepts of individual and community resilience relate to broader trauma-informed practices across different educational settings. Understanding this relationship includes comparing the theoretical foundations of resilience and strengths-based approaches to teaching, training, and learning. You will interpret characteristics that reflect resilience, explore how self-care can strengthen resilience, and recommend instructional strategies that strengthen resilience among learners. You will also examine some challenges to resilience from the perspectives of educational equity and social justice.

TRA-5500 - Trauma and Support Systems in Educational Environments

Semester Credits: 3 **Weeks:** 8
There are many different frameworks and models used across different educational environments to form support systems for individuals who have experienced trauma. In this course, you will examine these frameworks, models, and support systems, including their theoretical foundations, their alignment across organizational and community supports, and how systems typically used in one educational environment can be applied to other environments. You will assess opportunities to create or improve formalized support systems for learners and educators who have experience trauma, including an evaluation of these system through the perspectives of equity, inclusion, and social justice.

TRA-5600 - Capstone in Trauma-Informed Educational Practices

Semester Credits: 3 **Weeks:** 8
In this capstone course, you will synthesize your work throughout the specialization to evaluate trauma-informed educational practices through the lenses of educational equity, diversity, inclusion, implicit bias, and social justice. You will assess the effects of different types of trauma and subsequent supports needed for educators and learners who may have experienced trauma as well as those educational practices that can either exacerbate trauma or mitigate its effects. You will demonstrate your expertise related to trauma-informed educational practices by recommending strategies for addressing behaviors or dispositions that may be rooted in trauma and cultivating individual plans for self-care that might minimize the risk of trauma, mitigate its effects, and support resilience after experiencing trauma.

TRA-7100 - Trauma-Informed Educational Practices within Community Contexts and Conditions

Semester Credits: 3 **Weeks:** 8
This is an introductory course in which you will analyze community resources and educational organizations related to trauma-informed educational practices. You will explore how historical contexts and practices have influenced current conditions and pedagogy. Additionally, you will examine cultural and economic contexts with respect to local trauma-informed educational practices. Finally, you will create artifacts of learning as a researcher and develop assignments to aid you in a cumulative signature presentation to address professional development for Trauma-Informed Educational Practices.

TRA-7200 - Linking Theory and Practice to Design Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
Understanding how theory influences current policies and practices will allow you to evaluate, integrate, and finally synthesize educational theories relevant to trauma-sensitive environments, and how these theories inform practice

within educational and community environments. You will also determine essential elements of trauma-sensitive environments as you review classroom, administrative, curricular, and community practices.

TRA-7300 - Social Emotional Learning and the Ethic of Care in Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
This course focuses on two essential components of trauma-sensitive environments: social emotional learning and the ethic of care. In this course, you will be asked to cultivate an ethic of care related to a trauma-sensitive educational environment and incorporate the central premises of the ethic of care into a trauma-sensitive educational environment. Further, you will relate social emotional learning to a trauma-sensitive educational environment and recommend related practices. Additionally, you will assess elements of social justice, diversity, equity, and inclusion as trauma-informed educational practices and develop educational strategies built on the central premises of ethic of care and social emotional learning competencies.

TRA-7400 - Relating Educator Dispositions to Learning in Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
In this course, you will focus on learning about educator dispositions and how they influence trauma-sensitive environments. To do so, you will assess educator dispositions essential to trauma-sensitive educational environments and develop educator dispositions to learning in trauma-sensitive educational environments. Further, you will explore culturally responsive practices related to trauma-sensitive environments, advocate diversity, equity, and inclusion as central elements in trauma-sensitive educational environments, and promote educator dispositions for strengthening trauma-sensitive educational environments.

TRA-7500 - Culturally Responsive Systems and Restorative Approaches for Building Trauma-Sensitive Environments

Semester Credits: 3 **Weeks:** 8
Understanding culturally responsive systems and restorative approaches for building trauma-sensitive educational environments is a large undertaking, and in this course, you will determine systems-level, culturally responsive interventions in trauma-sensitive educational environments. You will explain ways in which individuals and systems interact to help build trauma-sensitive educational environments, recommend restorative approaches and related practices for trauma-sensitive educational environments, and incorporate elements of social justice, diversity, equity, and inclusion into culturally responsive systems within a trauma-sensitive educational environment. As a result, you will cultivate an understanding of restorative and trauma-informed practices within a larger educational system.

TRA-7600 - Community-wide Trauma and Learning: Next Steps in Advanced Practice and Research

Semester Credits: 3 **Weeks:** 8
In this final course, you will work to discern the differences between trauma within communities and community-wide traumas. Further, you will cultivate awareness of community-wide trauma practices and research and deconstruct elements of a system-wide crisis plan in response to community trauma. You will also generate ideas for addressing community-wide trauma and learning, recommend system practices for responding to community-wide trauma, and finally, synthesize the impact of community-wide trauma on practice and research.